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ABSTRACT

This teacher's guide to Spanish language at the kindergarten level includes a recommended subject presentation sequence for the Spanish curriculum, a sample schedule, a grouping of students using three stations, and a classroom layout. The grouping would be effective when at least one-third of the children are Spanish-speaking or bilingual. The subjects listed for the individual stations are reading readiness, math, social studies, science, Spanish as a second language, and English as a second language. The Spanish curriculum units are as follows: basic greetings; commands; names; days of the week; weather; patriotic-flag; geometric shapes; numbers; colors; classroom/home objects; parts of the body; family; animals; foods; fiestas, dances, holidays, birthdays; miscellaneous songs; nursery rhymes; finger plays; jump rope rhymes; and flannel board stories. (SW)

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ESPAÑOL
como segundo idioma
Teacher's Guide Level I

U.S. DEPARTMENT OF HEALTH
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Richmond Unified School District
Title VII Bilingual Project

SPANISH ORAL LANGUAGE GUIDE

KINDERGARTEN LEVEL

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TABLE OF CONTENTS

		Page
A.	Recommended Subject Presentation Sequence.....	1
B.	Sample Kindergarten Schedule.....	2
C.	Grouping Using 3 Stations.....	3
D.	Classroom Layout for 3 Group Stations.....	4
E.	Units	
1.	BASIC GREETINGS.....	5
2.	COMMANDS.....	9
3.	NAMES.....	10
4.	DAYS OF THE WEEK.....	13
5.	WEATHER.....	16
6.	PATRIOTIC - FLAG.....	18
7.	GEOMETRIC SHAPES.....	20
8.	NUMBERS.....	24
9.	COLORS.....	30
10.	CLASSROOM/HOME OBJECTS.....	41
11.	PARTS OF THE BODY.....	42
12.	FAMILY.....	48
13.	ANIMALS.....	56
14.	FOODS.....	70
15.	FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS.....	79
16.	MISCELLANEOUS SONGS.....	91

Table of Contents continued

F. Appendix

1. NURSERY RHYMES..... 96
2. FINGER PLAYS..... 102
3. JUMP ROPE RHYMES..... 107
4. FLANNEL BOARD STORIES..... 108

-RECOMMENDED SUBJECT PRESENTATION SEQUENCE- SPANISH CURRICULUM

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1. BASIC GREETINGS - COMMANDS	x→									→
2. NAMES	x→									→
3. DAYS OF WEEK	*x→									→
4. WEATHER	*x→									→
5. PATRIOTIC/FLAG	x→									→
6. SHAPES		x→								→
7. NUMBERS- COUNTING	x→									→
NUMERALS				x→						→
8. COLORS	x→									→
9. CLASSROOM - HOME OBJECTS LABELING OBJECTS	x→									→
10. PARTS OF BODY						x→				→
11. FAMILY							x→			→
12. ANIMALS								x→		→
13. FOODS - RECIPES									x→	→
14. GAMES - DANCES	x→									→
15. SONGS	x→									→
16. FIESTAS	x→									→
	Sept. 16	Oct.12	Nov.1 Nov.2	Dec.16 Xmas	Jan.6				May 5 May 10	

* △ - Teacher supervised station
○ - Teacher assistant supervised station
□ - Parent supervised or independent station

SAMPLE KINDERGARTEN SCHEDULE

	8:50 - 9:30	9:30 - 10:15	10:15 - 10:30	10:30 - 10:45	10:45 - 11:30	11:30 - 11:50
MONDAY	Morning circle Buenos días Como estás, etc. roll flag-weather Music	Individual stations. 3 groups △○□	recess — P. E. activities	Milk & snack Rest time	Playtime Six groups (color coded) - each day the color groups go to a different activity — Activities could be: blocks, doll house, drawing, crystal climbers and building toys, puzzles, painting.	Storytime Finger plays Closing - Adios Hasta mañana
TUESDAY	At this time roll is taken and the children salute the flag and do the day of the week and weather, etc. Also singing and rhythms could be taught.	Three groups rotate - 15 minutes in each station — Subjects covered are: reading readiness, math, social studies science, S.S.L. - E.S.L.				
WEDNESDAY	During morning circle Basic greetings are taught such as "buenos días" etc. Also some vocabulary such as numbers and colors could be introduced.					
THURSDAY						
FRIDAY						

KINDERGARTEN SAMPLE: GROUPING USING 3 STATIONS

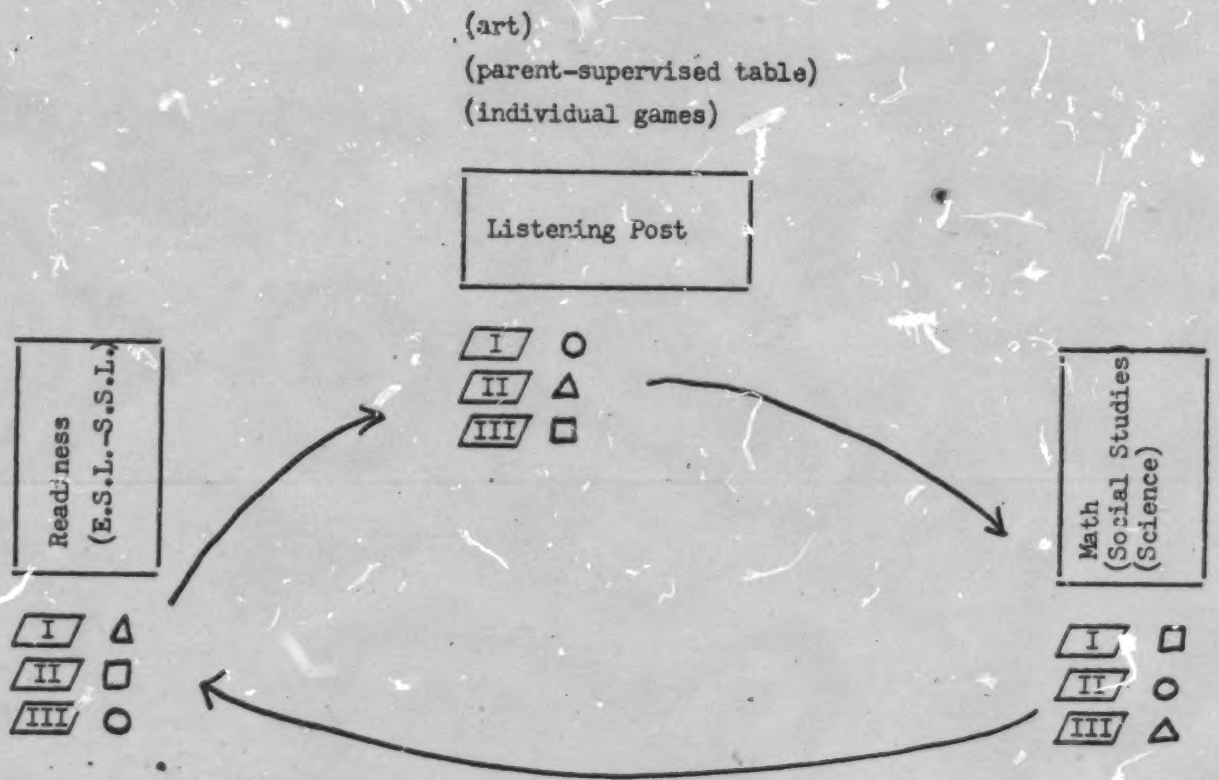
I. The following grouping would be effective in a classroom situation where at least 1/3 of the children were Spanish-speaking or bi-lingual. In this way there would be a complete group of Spanish-speaking children for Readiness and Math in Spanish.

II. 9:30 - 10:15 - Individual Stations. The children are divided into 3 groups- one of the groups consists of the Spanish-speaking children. All 3 groups go to all 3 stations each day.

The subject matter could be divided during the week in various ways. The teacher rings a bell at the end of each 15 minutes to change groups.

Mon	I	Reading Readiness (English for 2 groups Spanish for Spanish-speakers)
	II	Math (all 3 groups)
	III	Listening post (with tape of songs, poems and fingerplays they know)
Tues	I	Social Studies (all 3 groups)
	II	S. S. L. (for 2 groups) E. S. L. (for 1 group)
	III	Language Arts - story read by a parent or taped story at Listening Post.
Wed	I	Reading readiness
	II	Math
	III	Individual Math and Language Arts games (children work independently at table set up with try tasks, etc.)
Thur	I	Science
	II	S.S.L. - E.S.L.
	III	Listening Post
Fri		Art project in all 3 stations.

I - 9:30 - 9:45
II - 9:45 -10:00
III -10:00 -10:15



CLASSROOM LAYOUT FOR 3 GROUP SITUATION

SUBJECT - BASIC GREETINGS

OBJECTIVE

The children will learn the following Basic Greetings and phrases:

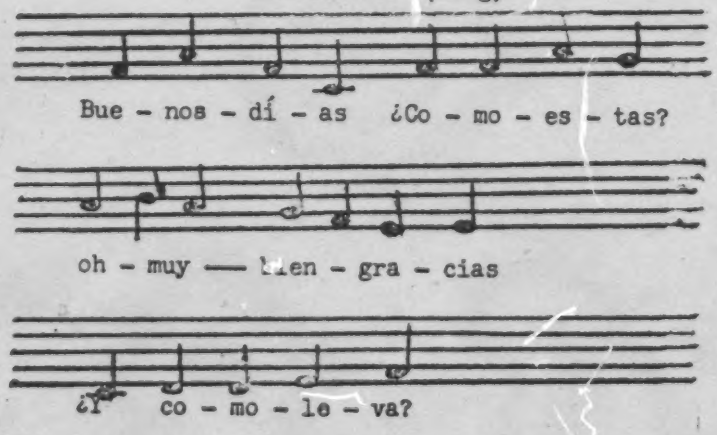
Hola.
Buenos días.
Buenas tardes.
Buenas noches.
Adiós.
Hasta luego.
Hasta la vista.
Hasta mañana.
¿Cómo estas - estan - está?
¡Qué tal!
Muy bien, gracias.
Gracias a Ud.
Muy bien.
¿Cómo le va?
¿Cómo te va?
Muchas gracias.
¿Cómo te llamas?
¿Cómo se llama Ud.?
Me llamo___.
¿Qué tienes?
Yo tengo.
Sí, me gusta.
No me gusta.

ACTIVITY

1. BUENOS DÍAS (Song)

2. Buenos Días (song)

3. BUENOS DÍAS (Song)



MATERIALS

BABEL Record

(5)

SUBJECT - BASIC GREETINGS

OBJECTIVE

¿Cómo se dice...?

¿Entiendes?

¿Quieres...?

No quiero.

Sí quiero.

¿Estás listo?

De nada.

¿Dónde estas?

¿Cuantos años tienes?

Tengo ___ años.

Aquí estoy.

ACTIVITY

4. "Hola Maria" (Song)

5. "Thumbkin" (finger play)

¿Dónde está Thumbkin, dónde está Thumbkin?
(verse) Aquí estoy, aquí estoy.
¿Cómo esta usted, Señor?
Muy bien, gracias.
Vaya a jugar, vaya a jugar.

(2)¿Dónde está el otro, dónde está el otro?
(repeat verse)

Repeat "2" for the three middle fingers;

For the little finger sing:

(3)¿Dónde está bebé, dónde está bebé?
(repeat verse)

(4)¿Dónde están todos, dónde están todos?
Aquí estamos, aquí estamos.
¿Cómo estan ustedes?
Muy bien, gracias.
Vayan a jugar, vayan a jugar.

6. Buenos Días (song)

Buenos días, compañeritos;
Buenos dias, a todos hoy;
¡Qué felices estaremos
Trabajando el día de hoy!

MATERIALS

Hola, Vamos a Cantar record

SUBJECT - BASIC GREETINGS

OBJECTIVE

ACTIVITY

7. Buenos días, amigo (game)

   One child is chosen to stand with his back to the room and his eyes closed. At the teacher's signal another child tiptoes up behind him and says, "Buenos días, amigo" (amiga, if a girl is chosen). The first child tries to guess who spoke, and answers, "Buenos días, ___" using the second child's Spanish name. If he has failed to guess correctly, the class says, "No es____. ¿Quien es?" and the player guesses again. When he guesses correctly the child waiting to be identified says, "¿Cómo está usted, amigo?" and the conversation may continue as long as the two are able to keep it going.

   The number of guesses may be limited to three, and if the one who is it misses on the last guess, the class may say, "No es___. No es___. No es___. Es___."

8. "Hasta Mañana" (song)
   (To the tune of Are You Sleeping?)

   Hasta Mañana, Hasta Mañana
   Nos veremos, nos veremos
   Adiós por ahorita
   Adiós por ahorita
   Adiós, Adiós.

9. (Game) Use puppets and phones from phone company to practice greetings and phrases.

10. ¿Como te llamas? (Song)

11. Yo tengo (Song)

    Tengo una muñeca (Song)

12. (Game) Have pupils make a circle. Throw a styrofoam ball or bean bag to a child and ask "¿Cómo te llamas?" He will reply, "me llamo____."

MATERIALS

Hap Palmer record

Songs from Little Neighbors record

SUBJECT - BASIC GREETINGS

OBJECTIVE

ACTIVITY

13. "Me gusta." (Song)

14. "Yo Quiero" (Game)

    Each child holds 3 pictures or a toy. Child with toy box says, "Quiero....una pelota" and the child gives ball to toy box...etc.

15. "En dónde está mi saxófono" (Song)

16. When teacher takes roll, children stand up and say, "Aquí estoy".

MATERIALS

Hola, Vamos a Cantar record and song book

Materials: Toy box(shoe box decorated) small toys and cut out pictures.

Ben Marines' tape

SUBJECT- COMMANDS

OBJECTIVE

The children will respond to the following commands:

Levántense - te
iéntense - te
Parense - te
epitan por favor - te
Dilo
igalo
vengan
en
abre la puerta
Cierra la puerta
rende la luz
Apaga la luz
onte en fila
Mira
ame

ACTIVITY

1. Levántense-Siéntense (Game)

   The children sit in a circle. The teacher says "levántense" and the children stand up. Then she says "siéntense" and the children sit down. Then she continues to give these two commands, mixing them up so that she may say "levantense-levantense - sientense levántense" etc. If a child misses he goes to the "mud pot" in the center of the circle. The teacher gives the commands more rapidly as the game progresses. The winners are the children still left on the circle when the game ends.

2. "Mira - Mira mi Títere" (Song)

MATERIALS

Hola, Vamos a Cantar (record and song book)

SUBJECT - NAMES

OBJECTIVE

The children will know their names in Spanish.

ACTIVITY

1. Give children name tag with name in Spanish on one side and English on other. (see following page for list of boys' and girls' names in Spanish and English)

2. "Jack be Nimble" (Game)

   Children jump over candle saying their name as they jump.

3. "Cartas" (Recognizing own name written) (Game)

   Game: Mailman with some letters (4 or 5) chosen says, "Tengo cartas". Children respond, "¿Tiene Ud. una carta para Angela?" If he does, the one who guesses becomes mailman.

4. "No, No soy yo" (Game)

   The leader turns his back and closes his eyes. The class chooses a person to be "it". When the choice has been made, the class says, "¡Estamos listos!" The leader then opens his eyes and turns around. He tries to guess who has been chosen by asking, "¿Es ____?" Each time the question is asked, the individual who is named will answer either "No, No soy yo", or "Sí, soy yo" as the case may be.

   The leader should be the teacher or someone who can pronounce the names correctly.

   Variations may be made by timing the leader or limiting the number of questions.

MATERIALS

Candle or picture of candle.

"Letters" (children's names on cards)

LIST OF NAMES

BOYS

Spanish	English
Abrahán	Abraham
Adolfo	Adolphus
Alberto	Albert
Alejandro	Alexander
Alfonso	Alphonse
	Alphonso
Andrés	Andrew
Antonio	Anthony
Arturo	Arthur
Augusto	Augustus
Bartolomé	Bartholomew
Bernardo	Bernard
Carlos	Charles
Cipriano	Cyprian
Claudio	Claude
Cristóbal	Christopher
Edmundo	Edmund
Eduardo	Edward
Emilio	Emilius
Enrique	Henry
Ernesto	Ernest
Eugenio	Eugene
Esteban	Stephen
Federico	Frederick
Felipe	Philip
Fernando	Ferdinand
Francisco	Francis
Gualterio	Walter
Guillermo	William
Gustavo	Gustavus
Heriberto	Herbert
Horacio	Horace
Hugo	Hugh
Isidoro	Isidor
Jacobo,	Jacob
Jaime	James
Jerónimo	Jerome
Joaquín	Joachim
Jorge	George
Jose	Joseph
Juan	John
León	Leo, Leon
Leonardo	Leonard
Lorenzo	Lawrence
Luis	Lewis, Louis
Manuel	Emmanuel
Marcos	Mark
Mateo	Matthew
Mauricio	Maurice
Miguel	Michael
Nicholás	Nicholas
Pablo	Paul
Patricio	Patrick
Pedro	Peter
Ramón	Raymond
Ricardo	Richard
Roberto	Robert
Salomón	Solomon
Samuel	Samuel
Teodoro	Theodore
Vicente	Vincent
Virgilio	Virgil

GIRLS

Spanish	English
Adela	Adele
Adelaida	Adelaide
Alicia	Alice
Ana	Anna
Beatriz	Beatrice
Berta	Bertha
Carlota	Charlotte
Carolina	Caroline
Catalina	Catharine
Cristina	Christine
Dorotea	Dorothy
Elena	Helen
Emilia	Emily
Engracia	Grace
Ester	Esther
Eva	Eve
Felipa	Philippa
Florencia	Florence
Francisca	Frances
Gertrudis	Gertrude
Ines	Inez, Agnes
Isabel	Elizabeth, Isabelle
Josefa	Josephine
Juana	Jane
Julia	Julia
Leonor	Eleanor
Lucía	Lucy
Luisa	Louise
Manuela	Emma
Margarita	Margaret
María	Mary
Marta	Martha
Paula, Paulina	Pauline
Raquel	Rachel
Rosa	Rose
Rosalia	Rosalie
Sara	Sarah
Sofía	Sophia
Susana	Susan
Teresa	Theresa

SUBJECT - NAMES

OBJECTIVE

ACTIVITY

5. "¿Quien es?" (Game)

Once this phrase is introduced it should be used consistently, as these words are the signal for getting ready for classroom work as well as play.

When you finally get the signal, walk down the row and try hard not to guess which child has been chosen because you want to pronounce as many names as possible before the game starts over again. You say, "¿Es Carlos?" and teach the class to reply, "No. No es Carlos", and so on until the pupil chosen is found. Then the class choruses, "Sí. Es María."

When you are the one to choose the pupil you say, "Estoy pensando en una persona en esta fila" (I am thinking of someone in this row) "¿Quien es?" Individually the children will ask, "¿Es Carlos? ¿Es Pancho?" and so forth. Be sure that each name is pronounced distinctly. The children will tend to leave until last the name they cannot pronounce, so that is the one you choose to be thinking of. Every name in the room may be reviewed and pronounced in this way. Take time enough to repeat the more difficult one several times. Repeat after each guess "¡No! No es Carlos" and so on, until the time comes for "Sí. Es___."

MATERIALS

SUBJECT -NAMES

OBJECTIVE	ACTIVITY	MATERIALS
	6. Roll the Ball (Game) Motion for children to come quietly and sit beside you in a circle. Say, "María" and roll ball quickly to her. While she holds the ball say, "María, roll the ball to someone you know and say his name". "María, rueda la pelota a alguien que tú conozcas y di su nombre". "Maria, roll the ball to someone you know and say his name". She rolls it to Juan and says, "Juan". Juan then quickly says another name and rolls the ball to to him, etc. Make the game fast. Variation: Tell the children to pretend that the ball is a hot potato and they must not pick it up but slap it away fast, without calling anyone's name. This calls for quick reflexes and is exciting.	
	7. "¿Que es tu Nombre?" (Song)	Hap Palmer record

SUBJECT - DAYS OF THE WEEK

OBJECTIVE

The children will be able to answer the question "¿Qué día es hoy?"

Hoy es:___

lunes

martes

miércoles

jueves

viernes

sábado

domingo

ACTIVITY

1. "Los Días de la Semana" (Song)
(Days of the Week)

Lunes, martes, miércoles, tres.
Jueves, viernes, sábado, seis.
Y domingo siete.

2. "De Esta Manera Lavamos La Ropa" (Song)
(This Is the Way We Wash Our Clothes)

De esta manera lavamos la ropa,
lavamos la ropa, lavamos la ropa,
De esta manera lavamos la ropa, el
lunes por la mañana.

De esta manera planchamos la ropa,
planchamos la ropa, planchamos la ropa,
De esta manera planchamos la ropa,
el martes por la mañana.

De esta manera limpiamos el piso,
limpiamos el piso, limpiamos el piso,
De esta manera limpiamos el piso
el miércoles por la mañana.

De esta manera cosemos la ropa,
cosemos la ropa, cosemos la ropa,
De esta manera cosemos la ropa,
el jueves por la mañana.

De esta manera limpiamos la casa,
limpiamos la casa, limpiamos la casa,
De esta manera limpiamos la casa,
el viernes por la mañana.

De esta manera cocemos el pan,
cocemos el pan, cocemos el pan,
De esta manera cocemos el pan,
El sábado por la mañana.

De esta manera nos vamos a misa,
nos vamos a misa, nos vamos a misa,
De esta manera nos vamos a misa,
el domingo por la mañana.

MATERIALS

SUBJECT - DAYS OF THE WEEK

OBJECTIVE

ACTIVITY

3. "¿Qué Comer?" (What to eat?) (Song)
(Tune of "Brother John")

Hoy es lunes,
Hoy es lunes.
¿Qué Comer?
¿Qué Comer?
Lunes los ejotes.
Lunes los ejotes.
M-m-m, M-m-m.

Hoy es martes,
Hoy es martes,
¿Qué Comer?
¿Qué Comer?
Lunes los ejotes,
Martes los camotes.
M-m-m, M-m-m.

Hoy es miércoles,
Hoy es miercoles.
¿Qué Comer?
¿Qué Comer?
Martes los camotes,
Miércoles las fresas.
M-m-m, M-m-m.

Hoy es jueves,
Hoy es jueves.
¿Qué Comer?
¿Qué Comer?
Miércoles las fresas,
Jueves las cerezas.
M-m-m, M-m-m.

Hoy es viernes,
Hoy es viernes.
¿Qué Comer?
¿Qué Comer?
Jueves las cerezas,
Viernes el pescado.
M-m-m, M-m-m.

Hoy es sábado,
Hoy es sábado.
¿Qué Comer?
¿Qué Comer?
Viernes el pescado,
Sábado helado.
M-m-m, M-m-m.

Hoy es domingo,
Hoy es domingo.
¿Qué Comer?
¿Qué Comer?
Algo hay de todo,
Y de este modo,
Lunes los ejotes,
Martes los camotes,
Miércoles las fresas,
Jueves las cerezas,
Viernes el pescado,
Sábado helado,
¡Ay de mí, ay de mí!

MATERIALS

SUBJECT - DAYS OF THE WEEK

OBJECTIVE

ACTIVITY

4. "La Semana" (Song)

5. "Días" (Song)

6. (Poem)

   "Lunes, martes, miércoles, tres;
   jueves, viernes, sábado, seis
   y domingo.....siete."

7. (Poem)

   "Treinta días trae noviembre
   con abril, junio y septiembre;
   excepto febrero mocho,
   que sólo trae veintiocho."

8. When the children are going home, you can say, "Hasta mañana, hasta el martes, etc."

9. "Los Quehaceres de la Semana" (Song)

MATERIALS

Hola, Vamos a Cantar, record and book.

Eddie Cano - "A taste of Educ." Side B

Songs in Spanish for Children, Record- Project office.

SUBJECT - WEATHER

OBJECTIVE

The children will be able to answer the question,"¿Qué tiempo hace?"

Hace buen tiempo.

Hace mal tiempo.

Llueve (Esta lloviendo).

Esta nublado.

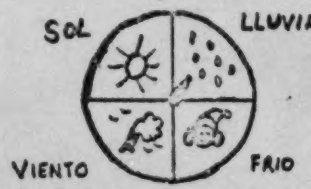
Hace sol.

Hace viento.

Hace frio.

ACTIVITY

1. Make chart - have children change arrow daily.



2. A boy and girl to dress according to the weather. Paper dolls or flannel board activity.

3. "La Lluvia" (Song)
(Go in and out the windows)

Las gotitas de la lluvia (mover los dedos rápidamente como lluvia cayendo)
Cuando caen en mi ventana
Parece que están tocando
En un piano - plink, plank, plunk.

Plink, plank, plunk
Plink, plank, plunk (simular tocar un piano)
Plink, plank, plunk.

(Repetir la canción)

4. "The Weatherman" (Song)

¿Qué tiempo hace, hace, hace?
¿Qué tiempo hace?, dime hoy.

Día de sol, sol, sol.
Hoy es un día de sol.

Día de aire, aire, aire.
Hoy es un día de aire.

Día de nubes, nubes, nubes.
Hoy es un día de nubes.

Día de lluvia, lluvia, lluvia.
Hoy es un día de lluvia.

Día de nieve, nieve, nieve.
Hoy es un día de nieve.

MATERIALS

Magic of Music (record)
p. 47(Richmond Unified School District)

SUBJECT - WEATHER

OBJECTIVE

ACTIVITY

5. "El Sol" (riddle)

Es grande y redondo
de rayos dorados;
y brilla en el cielo
si no está nublado.

6. "La Lluvia" (riddle)

¿Qué anuncian los truenos,
relámpagos y rayos?

7. "Las Nubes" (riddle)

Muy lindas y muy blancas,
estamos en el cielo;
cambiamos de figura,
moviéndonos todo el tiempo.

8. "El Frio" (riddle)

Llego cada año,
con el invierno
y un abriguito
te tienes que poner.

MATERIALS

SUBJECT - PATRIOTIC - FLAG

OBJECTIVE

The children will recite one poem about the flag.

ACTIVITY

1. "Mi Bandera" (poem)

   Roja, blanca y azul
   Que bonita es mi bandera
   Roja, blanca y azul
   Símbolo de mi tierra.

   (Red, white and blue
   How pretty is my flag
   Red, white and blue
   Symbol of my land.)

2. "Flag Salute" (poem)

   Yo doy mi cabeza
   corazón y mis manos
   a Dios y a mi nación
   Un Dios, una nación
   Una bandera.

3. Pledge of Allegiance (Spanish)

   Juro fidelidad a la bandera de los Estados Unidos de América y a la república que representa una nación, bajo Dios, indivisible con libertad y justicia para todos.

4. "Oh, Patria Mía" (America) (poem)

   Oh, patria mía
   Bendita tierra
   De libertad
   Amo tus cerros,
   Amo tus cielos,
   Amo tu suelo,
   De libertad.

5. "A La Bandera" (poem)

   Bandera mexicana,
   bandera tricolor;
   emblema de la Patria,
   ¡cuanto te quiero yo!

MATERIALS

SUBJECT - PATRIOTIC - FLAG

OBJECTIVE

ACTIVITY

6. "Bandera Tricolor" (poem)

¡Qué hermosa es mi bandera!
¡Cómo la quiero yo!
Es azul, blanca, y roja
¡Yo sabré darle honor!
Trabajando contento
Banco a todos amor,
honraré a mi querida
Bandera Tricolor.

7. "Nuestra Bandera" (poem)

Es nuestra bandera
símbolo de amor
porque representa
lo mas noble y mejor;
Nuestra patria amada,
nuestro dulce hogar;
y lo mas sublime;
¡Paz y libertad!

8. "Ante Nuestra Bandera" (poem)

A nuestra hermosa bandera
démosle culto y amor
y a sus plantas prometamos
ser cada día mejor.

9. "Mi Bandera" (poem)

Es mi bandera querida
mi mas preciado tesoro
y cuando erguidala veo
le mando un beso sonoro.

10. "Bandera De Mi Patria" (poem)

Bandera de mi Patria
que flotas tan hermosa.
Bandera victoriosa
te vengo a saludar.

Bandera Americana.
Respeto tu grandeza,
y un canto a tu belleza
te vengo a tributar.

(Adaptación)

MATERIALS

SUBJECT - GEOMETRIC SHAPES

OBJECTIVE

The children will learn the following vocabulary:

Cuadrado
Rectángulo
Círculo
Triángulo
Diamante

ACTIVITY

1. Use:
   (a) Flannel board cut outs of shapes to demonstrate shapes.
   (b) Colored paper shapes (of 5 basic shapes)
2. Try Task Kit I - reinforce names of shapes if you use Try Task.
3. Color/Shape Bingo (game)

   Make 4 or 6 cards - Bingo like. Child/Teacher says, "Who has a red O?" Children mark with chip. First one to fill card wins.
4. Parquetry Blocks - design cards game, self made Tangrams. When children finish their designs, question them as to shapes they used. "¿Que forma es esta?"
5. Peabody kit
6. Make masking tape shapes and place on floor. Let a child jump, walk along the edge of, or sit in the middle.
7. Make the shapes with clay, pipe cleaners, rope, cooked spaghetti, etc.
8. Cut various sized shapes out of construction paper and paste on paper in combinations to form animals, people, buildings, etc.
9. "Name the Game" (game)

   Distribute shapes to children and have them hold in front of face. Have children identify shape they are holding. (English and Spanish)

MATERIALS

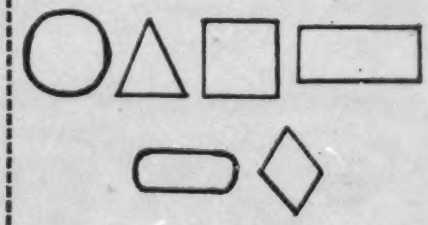
AAA Science Part A, box "b" materials, Title VII Office.

Try Task Kit I

Cardboard
Templates
Colored markers

Level I

Teacher-made shapes cut out of construction paper:



SUBJECT - GEOMETRIC SHAPES

OBJECTIVE

ACTIVITY

10. "Missing Shapes" (Game)

    Have children identify the missing shapes from large pieces of tag. Hold the tag up and look through the spaces.

11. "Market Basket Upset" (game)

    Arrange chairs in circle. Distribute shapes to children. Teacher calls names of two different cut-outs and these children quickly change chairs. This procedure is continued until all have been called. Teacher occasionally calls "Market Basket Upset" and all change chairs.

12. (Game)

    Teacher-made "lollipops" with shapes; enough for each child.

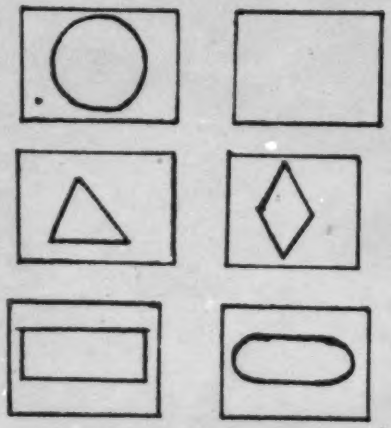
    Have children tell you which shape they are holding .

13. Do the following art projects:

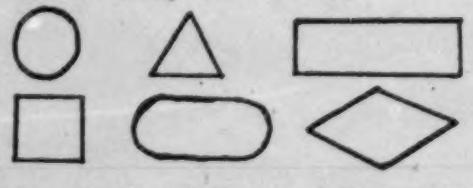
    -Create pictures and designs using the six basic shapes. Children cut shapes from construction paper.

MATERIALS

Cut out large shapes, using the empty shace left in the tag for identification.



SUBJECT - GEOMETRIC SHAPES

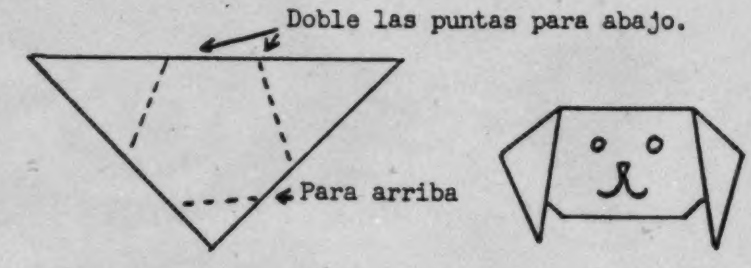
OBJECTIVE	ACTIVITY	MATERIALS
	14. Cut out dittoed shapes to make pictures.	Ditto of shapes on colored construction paper.
	15. Print with vegetables. Potatoes or carrots for oval and circles, tempera, buttons, blocks, etc.	Vegetables Tempera.
	16. Print with sponges. Sponge cut-outs of the six shapes.	Sponges
	17. Read to children -	Emberly, Ed- "On the Wing of a Flea" Wolfe, Janet and Bernard Owett,- "Let's Imagine Thinking Up Things" Kohn, Bernice - "Everything Has A Shape"
	18. Stocking Box Puzzles.	Stocking boxes. Teacher cuts shapes for assembly in the box. 
	19. "Formas y Acciones" (song)	Eddie Cano- "A Taste of Education"
	20. Con triángulos de cartón, hagan la cara de un gato.	

SUBJECT - GEOMETRIC SHAPES

OBJECTIVE

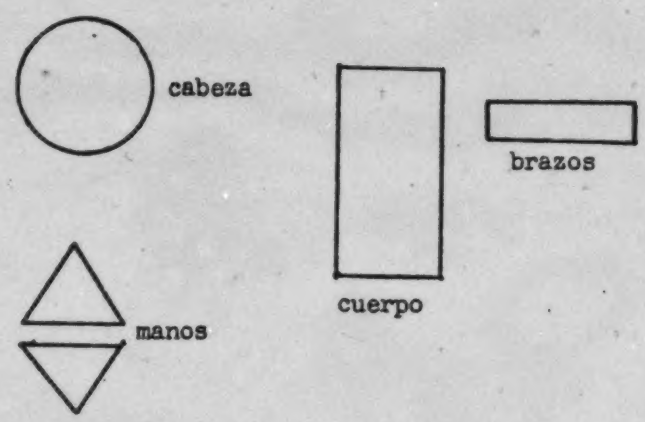
ACTIVITY

21. Con triángulos, forme la cara de un perro.



22. "¿Lo Pueden Hacer?" (game)

Instrucciones: La profesora les dará estas figuras y los niños los acomodarán (es en forma de rompe cabezas las figuras se pueden hacer de cartón delgado, papel, etc.)



MATERIALS

SUBJECT - NUMBERS

OBJECTIVE

The children will learn to count in Spanish and to recognize individual numerals 1 - 10.

Numbers:

1 - one - uno
2 - two - dos
3 - three - tres
4 - four - cuatro
5 - five - cinco
6 - six - seis
7 - seven - siete
8 - eight - ocho
9 - nine - nueve
10 - ten - diez

ACTIVITY

1. "Fish" (Game)

   Many paper fish in a box; each has a numeral (1-10) on it, and a paper clip fastened to it. The pupils go fishing with a stick and a string with a magnet. After "catching" a fish, they read the number aloud. If the response is incorrect, the fish goes back into the water.

2. "Musical Chairs" (Game)

   Six to eight children can participate, while others observe. Chairs are marked with numerals. Children walk around to the music and when the music stops they must identify the numeral in front of them, by saying: "This is____." (Chairs are not removed at each rotation.) When one group of children finish another begins.

3. "Diez Niñitos" (song)

   (use Niñitos, niñitas, conejos, patitos, etc.)

   Uno, dos, tres Niñitos
   Cuatro, cinco, seis Niñitos
   Siete, ocho, nueve Niñitos
   Diez Niñitos son.

   (spoken)
   Uno, dos, tres, cuatro
   Cinco, seis, siete, ocho
   Nueve y diez.
   Diez Niñitos son.

   Diez, nueve, ocho Niñitos
   Siete, seis, cinco Niñitos
   Cuatro, tres, dos Niñitos
   Un Niñito queda.
   Un Niñito probrecito,
   tan solito queda.

MATERIALS

Box, paper fish, paper clips, fishing stick with magnet.

Six to eight chairs.

"Songs in Spanish for Children" record, Project Office.

SUBJECT - NUMBERS

OBJECTIVE

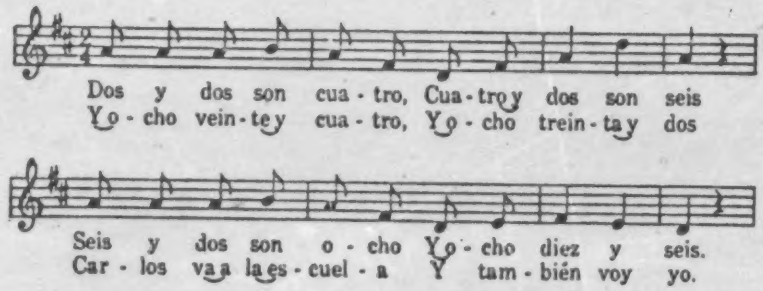
ACTIVITY

4. "Y Diez" (song)

5. "Uno" (song)

6. "La Marcha de Los Números" (song)

7. "Dos y dos" (song)


Dos y dos son cua - tro, Cua - tro y dos son seis
Yo - cho vein - te y cua - tro, Yo - cho trein - ta y dos
Seis y dos son o - cho Yo - cho diez y seis.
Car - los va a la es - cuel - a Y tam - bién voy yo.

Dos y dos son cuatro.
Cuatro y dos son seis.
Seis y dos son ocho,
Y ocho, diez y seis.

Y ocho, veinte y cuatro,
Y ocho, treinta y dos.
Carlos va a la escuela,
Y también voy yo.

Two and two are four.
Four and two are six.
Six and two are eight,
And eight, sixteen.

And eight, twenty-four,
And eight, thirty-two.
Charles goes to school,
And so do I.

MATERIALS

"Hola, Vamos a Cantar"- record

Eddie Cano - record - "A Taste of Education"

Hap Palmer - record

SUBJECT - NUMBERS

OBJECTIVE

ACTIVITY

8. "Counting Song"

Uno, dos, tres, cuatro, cinco, seis
Siete, ocho, nueve, I can count to diez.

Adiós amigo, adiós my friend
Hasta la vista, till we meet again.

Tengo un sombrero, I have a little hat
Tengo un sarape, what do you think of that?

9. "Exercise Song"

Uno, dos, tres, cuatro, cinco
Pongo me de pie y brinco
Seis, siete, ocho, nueve, diez
Yo vuelvo a sentarme otra vez.

10. "Chocolate" (poem)

Uno, dos, tres, Cho
Uno, dos, tres, co
Uno, dos, tres, la
Uno, dos, tres, te
Chocolate, Chocolate
Bate, bate, el Chocolate.

11. (poem)

Uno, dos, tres, cuatro, cinco
Cogí un conejo de un brinco.
Seis, siete, ocho, nueve, diez
Se me ha escapado otra vez.

12. "Dos Manitas" (finger plays)

Dos manitas, diez deditos
Dos manitas, diez deditos
Dos manitas, diez deditos
Cuéntalos si puedes.

(Count to ten in Spanish using fingers)

MATERIALS

SUBJECT - NUMBERS

OBJECTIVE

ACTIVITY

13. "¿Cuántos Dedos?" (finger plays)

Retintín retintón
¿Cuántos? ¿Cuántos dedos son?

14. "Five Little Monkeys" (finger play)

5 little monkeys
Jumping on the bed.
One fell down and broke his head,
Mama called the doctor and the doctor said:
No more monkeys jumping on the bed!
How many were left?
Four! (etc. - three -two-one-zero)

15. "Cinco Changitos" (finger plays)

Cinco changitos brincando en la cama,
Uno se cayo y rompió la cabeza.
Mamá le llamo al doctor y el doctor le decía-
¡Que no brinquen más los changitos en la cama!
¿Cuántos se quedaron?
Cuatro (tres-dos-uno-cero)

16. "El Conejito Contador" (Tune-Go Tell Aunt Rhodie)

Soy un conejito (Dos dedos sobre la cabeza como orejas)
Soy un conejito
Soy un conejito
Y se como contar.

Se como contar
Se como contar
Se como contar
Cuento yo así.

Uno, dos, tres, cuatro, cinco. (Saltando como cónejo)

MATERIALS

SUBJECT - NUMBERS

OBJECTIVE

ACTIVITY

17. "Los Pollitos" (song)

Tengo tres gallinas
de color carbón,
todas con pollitos
que son un primor.

Van con sus pollitos
y yo me pongo a contar:
dos y dos son cuatro,

cuatro y seis son diez,
diez y dos son doce
y once veintitrés.

18. "Call a Numeral" (game)

Players form two teams on opposite sides of the room. Pin a numeral on each child: 1, 2, 3, 4, 5, etc.

Place an object on a chair in front of the room between the two teams. Call a numeral —for example, three. The two 3's, one from each team, walk quickly to the chair. The one who gets there first and picks up the object makes a point.

19. Count in English and Spanish.

The number of children in class.
The number of boys in class.
The number of girls in class.
The number of children absent.
The number of chairs that belong at each table.
Any other objects in the room.

MATERIALS

SUBJECT - NUMBERS

OBJECTIVE

ACTIVITY

20. "El Barquito" (song)

Había una vez un bar,
un barco chiquitito.
Había una vez un bar,
un barco chiquitito.
Había una vez un bar,
un barco chiquitito.

Que no podía
Que no podía
Que no podía navegar.

Pasaron una, dos, tres,
cuatro, cinco, seis,
siete, semanas.
Pasaron una, dos, tres,
cuatro, cinco, seis,
siete, semanas.
Pasaron una, dos, tres,
cuatro, cinco, seis,
siete, semanas.

Y el barquito, que no podía
Que no podía navegar.

21. "Diez Elefantes" (game)

Un elefante se balanceaba	Dos elefantes etc.
Sobre la tela de una araña	Tres elefantes etc.
Cuando vió que resistía	Cuatro elefantes etc.
iba a llamar otro Elefante.	Cinco elefantes etc.

All children seated in a circle; one child walks around the circle, with one arm extended in front as trunk, and the other behind as tail. As they sing "Dos Elefantes", a second child walks behind the first, and so on.

MATERIALS

"Songs in Spanish for Children" record - Project Office

SUBJECT - COLORS

OBJECTIVE

The children will learn the following colors.

Primary colors:

Red	-	rojo
Yellow	-	amarillo
Blue	-	azul
Green	-	verde
Orange	-	anaranjado
Purple	-	morado
Brown	-	café
Black	-	negro

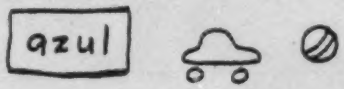
ACTIVITY

1. Paletas (poem)

Paletas, paletas
Yo quiero vender.
Y este (esta) niñito (niñita)
La (color) va a escoger.

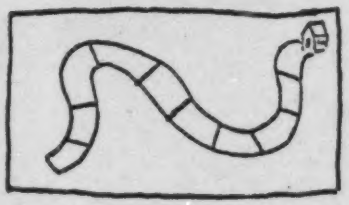
2. Activity:

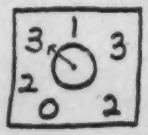
Prepare color word and place objects of that color on a shelf. (or pictures of that object).



3. "Los Colores" (game)

Players choose colored marker, spin and count moves toward goal (naming colors in Spanish as they move). If a color is misnamed, child stays on that color until next turn.





MATERIALS

Make paper ice cream bars for each color. Let child choose the color he prefers.

Tagboard, gameboard, place markers and spin wheel with numbers.

SUBJECT - COLORS

OBJECTIVE	ACTIVITY	MATERIALS
	4. "Dado de Colores" (game) Usar el dado de colores. Decir, "Este dado tiene tres colores." Mostrar el color y nombrarlo. "Voy a tirar el dado y cuando vean el color rojo digan 'rojo.' Si ven algún otro color no digan nada." Si los niños están sentados en la alfombra, tirar el dado sobre un banquito o mesa. El color que esté a la vista de los niños es el que nombran.	Un dado de tres colores.
	5. (Game) Preguntar, "¿Quiénes de los niños usaron rojo hoy?" Si hay algunos con algo rojo y si hay tiempo, dejar al niño pasar al frente y que lo enseñe a los demas niños.	
	6. "Globos de Colores" (game) Seleccionar a un niño que rompa uno de los globos. Decir, "Manuel, rompe el globo amarillo." (Darle un alfiler). Para preparar a los niños para que no se vayan a asustar al oír el ruido despues de romper el globo, permitir al resto de los niños que aplaudan si el propio color fue roto. Proceder en la misma manera con los otros globos.	Globos de diferentes colores.
	7. "El sombrero de Pancho" (poem) Pancho tiene su propio sombrero café. No tiene los sombreros azules. No tiene los sombreros rojos. No tiene los sombreros verdes. No tiene los sombreros amarillos. Pancho dice: - ¿Donde están mis sombreros?	

SUBJECT - COLORS

OBJECTIVE	ACTIVITY	MATERIALS
	8. "Los Sombreros" (poem) ¡Sombreros! ¡Sombreros! ¿Quién quiere sombreros? - dice Pancho. Aquí hay cuatro sombreros. Un sombrero es azul. Un sombrero es rojo. Un sombrero es verde. Un sombrero es amarillo. ¿Quién quiere sombreros?	
	9. Bean Bag Throw (game) Drop bags in matching color box and say the name of the color in Spanish.	Colored box and colored bean bags
	11. "Find the Color" (game) Teachers names a color and calls on a child to find some object of that color. Child may point to object or go over and touch it, saying "Esto es (verde)." Clothing worn by children may provide colors.	

SUBJECT - COLORS

OBJECTIVE

ACTIVITY

12. "Sarape" (game) (see next page for drawing)

    Color in sarape. Child points to each color and names it.

13. "La Cacería de Corazones (Valentine Hunt) (game)

    Para este juego use corazones de papel de diferentes colores, un color distinto para cada niño. Mientras los niños están afuera de la sala de clase, esconda los corazones de papel. Los niños entran y se sientan en un círculo alrededor de la maestra. Ella da direcciones como éstas: "Juan, halla el corazón rojo y tráemelo." Todos los niños deben tener la oportunidad de hallar un corazón. Dirija otra actividad semejante a ésta para utilizar los otros corazones.

14. "Colores" (Market Basket Upset) (game)

    Arrange chairs in circle. Distribute construction paper "color" cut-outs. Teacher calls names of two different colors and these children quickly change chairs. Procedure is continued until all have been called. Teacher occasionally calls "colores" and all change chairs.

15. Clown Bulletin Board

    Cut out shapes to make up face and body of a clown juggling balls. Label clothing with Spanish color words.

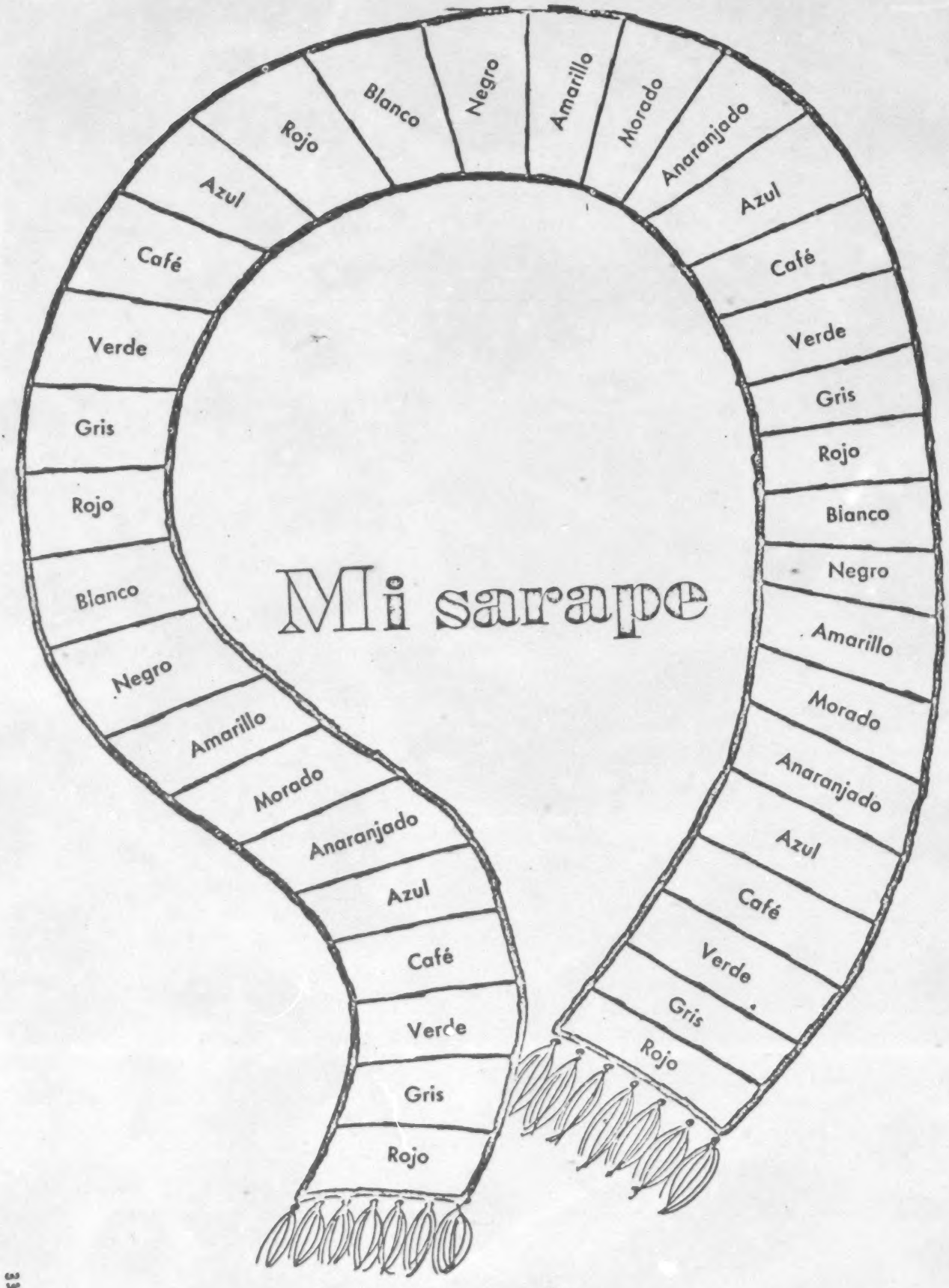
    Make a chart and award stars as students are able to identify the eight primary colors in Spanish.

MATERIALS

Corazones de papel de diferentes colores.

Construction paper cut-outs of different colors.

12. "Sarape" (game)



33a

SUBJECT - COLORS

OBJECTIVE

ACTIVITY

16. "La Vieja Inez" (game)

Ten children may play this game. Two children are chosen as "la vieja Inez" and the "Madre". The others are the Madre's children and each one takes the name of a color. Each takes his place behind the Madre. A large circle is marked on the ground some distance away. La Vieja Inez faces the Madre, pretends to knock on a door and says:

Inez: Tan - Tan (Knock - Knock)
Madre: ¿Quién es? (Who is it?)
Inez: La Vieja Inez. (Old Inez)
Madre: ¿Que quieres? (What do you want?)
Inez: Colores (Colors)
Madre: ¿Que color quieres? (What color do you want?)
Inez: Quiero rojo. (I want red) (or any other color she wishes.)

The player who is rojo runs away, followed by la vieja Inez. He tries to reach the home base circle before he is caught. The game continues until all the colores have been both chosen and caught by la vieja Inez. The last one to be caught becomes the Madre and the game goes on with a new Inez.

MATERIALS

SUBJECT - COLORS

OBJECTIVE

ACTIVITY

17. "Paper on the Back" (El Papel en la Espalda) (game)

Children stand or sit in a circle. Two children stand inside the circle facing each other.

Show the papers one at a time, saying, "Red-blue." Repeat several times. Then say, "What color is this?" Repeat the procedure with each color and help the children answer.

Pin a color on the back of one of the two children standing in the circle. Tell the other child to close his eyes. The remaining children, except the one who has his eyes closed, know the color which is pinned on the player. (Motion the children not to reveal the color.) Tell the child who has his eyes closed to open them and try (without touching the other player) to see what color has been pinned on the back of the latter. If the child trying to identify the color is successful, he calls out the name of the color. If he isn't, the teacher stops the game and asks the children in the circle to help him name the color.

MATERIALS

Two pieces of paper, one red, one blue, each 2 x 4 inches in size.

SUBJECT - COLORS

OBJECTIVE

ACTIVITY

18. "Todos Los Que LLeven Azul" (game)

"Todos los que lleven Azul" es un juego útil para que los niños aprendan a distinguir los colores. Cuando se le dice al grupo que todos los que lleven algo azul deben brincar, todos los niños que lleven puesto algo azul deben brincar alegremente por el salón. Todos los demás permanecen sentados. La acción cesa cuando la maestra dice: ¡Alto! - En seguida, la maestra dice: -Todos los que lleven algo verde deben saltar-. Los demás se quedan sentados. Se continúa el juego de esta manera, usando varios colores y distintas acciones. Tan pronto como la maestra dé la señal de que la música pare, las acciones también deben cesar. La maestra da la orden de que todos se sienten y vuelve a decir:

-Todos los que lleven___(el color) deben___

brincar
ponerse de pie
tocarse la nariz
aplaudir

MATERIALS

SUBJECT - COLORS

OBJECTIVE

ACTIVITY

19. "Me Permite" (game)

Los niños forman una hilera dando la cara a la maestra o a la asistente que está parada en una línea al lado opuesto de la sala. La maestra indica lo que los niños deben hacer:

—Todos los que lleven azul pueden dar un paso gigantesco.

Cualquier niño que use azul en cualquier forma dice:

—¿Me Permite?

La maestra dice:

—Sí, te permito hacerlo.

Y hacen la acción, indicada por la maestra mientras cuentan los pasos en voz alta. Si el niño no pide permiso o no cuenta en voz alta, tiene que dar un paso hacia atrás. La maestra continua el juego, diciendo en voz alta los nombres de distintos colores nombrando a algún grupo, tal como "niños, niños," o a algunos alumnos hasta que todos los niños hayan participado. Las acciones sugeridas pueden incluir pasos gigantescos o pequeños, saltos, saltitos, etc.

MATERIALS

SUBJECT - COLORS

OBJECTIVE

ACTIVITY

20. "Los Listones" (The Ribbons) (game)

The children represent ribbons of different colors. Two players are chosen, one to be the Angel and the other to be the Monster. These two leave the classroom as soon as they are chosen. Another player is chosen to be the owner of all the ribbons.

All the ribtons (children) sit on the floor in a circle. The leader gives each one of them the name of a particular color.

Diálogo: Tú eres un listón verde; tú eres un listón morado; tú eres un listón rojo, etc. (You are a green ribbon; you are a purple ribbon; you are a red ribbon, etc.) (Cuando el Angel viene, el juego comienza.) - (When the Angel comes, the game begins)

Tan, Tan. (Knock, knock.)
¿Quién es? (Who is it?)
El Angel. (It's the Angel.)
¿Qué quiere el Angel? (What does the Angel want?)
Un liston. (A ribbon)
¿De qué color? (What color?)
Color azul. (Blue) (El niño le dice el color del listón que quiera - the child says the color of the ribbon he wants)
Si no hay un listón azul, el dueño dice: (If there's no blue ribbon, the owner says:)
No hay un listón azul. (There is no blue ribbon)

MATERIALS

SUBJECT - COLORS

OBJECTIVE

ACTIVITY

21. "¡Tan! ¡Tan!" (game)

The first use of this game is to teach the names of the colors. Then by changing the object asked for in the little conversation many nouns may be introduced. Choose a child to be "it". While he is out of the room choose the color card that he is to guess. One way to do this is to point to each in turn as the children signify a choice by raising hands for their favorite color. Explain the meaning of ¿quién es? and ¿qué quería? and ¿de qué color? Help the class say them in chorus. When the conversation is well known, an individual may ask the questions instead of the class as a whole. "It" returns when the class calls, "Estamos listos," and says, suiting action to word,

¡Tan! ¡Tan!

CLASE: ¿Quién es?
NIÑO: Soy_____, a sus órdenes.
CLASE: ¿Que quería?
NIÑO: Un sombrero.
CLASE: ¿De qué color?
NIÑO: ¿Es rojo?
CLASE: No. No es rojo.

It should be diceded ahead of time if only a certain number of guesses will be allowed, or if guessing should continue until the color is found. Limiting the number of guesses makes it possible for more individuals to be "it", but the unlimited plan checks the number of colors that "it" can name.
In the first uses of the conversation it is well to have the color answer in the masculine form, thinking of it as agreeing with el color. When the colors are well known, and it is important to call attention to the matter of agreement the last question could be framed to show agreement like this:
"¿Es roja la blusa? No. No es roja," and so on.
For a plural as in the case of shoes:
"¿Son negros los zapatos? Sí, los zapatos son negros."

MATERIALS

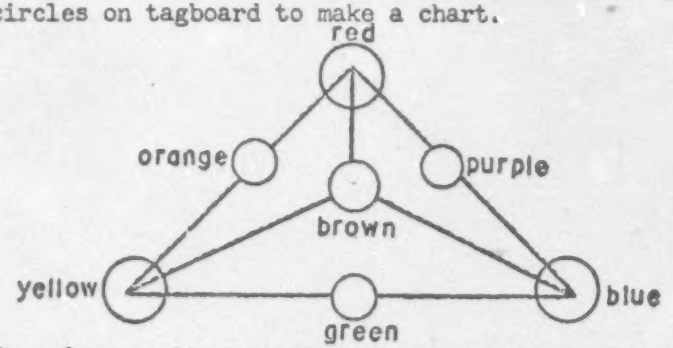
SUBJECT - COLORS

OBJECTIVE

ACTIVITY

22. Color Chart

The day following the mixing of colors, have ready large construction paper circles in the primary colors. Punch 3 strings of yarn of the same color through the center—gluing the ends on the back, then gluing the circles on tagboard to make a chart.



Have four smaller circles of orange, green and purple. As the children tell you what colors make orange, paste a red and yellow string together under the small orange circle. Continue with all the secondary colors as illustrated.

23. "Colores" (song)

24. "Hunting Colors" (game)

The teacher hides small squares of paper around the room. She chooses one child to be "it". He finds a square and must name it as he puts it in one of the containers labeled with the same color.

MATERIALS

Hap Palmer record.

SUBJECT - CLASSROOM/HOME OBJECTS

OBJECTIVE

Children will be able to recognize the following objects:

La puerta
La ventana
La silla
El teléfono
La pizarra
El escusado
La mesa
El escritorio
La bandera
El reloj
La luz

ACTIVITY

Label items in classroom environment.

1. "Manos a los Ojos" (game)

   This game resembles the game, Simon says. This game can be played as soon as the children have learned a half dozen terms: La silla, la mesa, el libro, el lapiz, el papel. See that these objects are separated on the table or the desk so that it will be evident where the child places his hand. The teacher directs the game by ordering, "Manos A La Mesa". The children comply with the order. Anyone who places his hands in the wrong place is "out" until the game is over. The teacher will then say, "Manos al papel, manos al lapiz, manos a la silla, etc" gradually speeding up the orders. The teacher may simply say "A la mesa" without the prefatory "Manos". This order is not to be obeyed, and a child who obeys when the order does not begin with "Manos" is "OUT".

2. "El Teléfono" (riddle)

   Levanto la bocina
   Luego marco el número
   Y una voz contesta
   Prontito, en seguida.

3. "El Espejo" (riddle)

   Te acercas a él
   Y en él te ves,
   "¿Qué es?"

4. "La Mesa" (riddle

   Está en el comedor,
   Tiene cuatro patas,
   Y en ella todos comemos.

5. "La Silla" (riddle)

   Tiene cuatro patas,
   Un asiento y un respaldo,
   Y en ella te sientas,
   Cuando te cansas.

MATERIALS

SUBJECT - PARTS OF THE BODY

OBJECTIVE

The pupils will be able to identify in Spanish, at least eight parts of the body, when the teacher shows pictures of them.

The children will be able to identify the following body parts:

1. la cabeza - head
2. el pelo - hair
3. la cara - face
4. la boca - mouth
5. la nariz - nose
6. la mano - hand
7. los ojos - eyes
8. el brazo - arm

enrichment

(el cuello - neck
(el diente - tooth
(la oreja - ear
(las rodillas - knees
(la pierna - leg
(el pie - foot
(el cuerpo - body

ACTIVITY

1. "Partes de la Cabeza" Part A)
   "Partes de mi Cuerpo" Part B)-(song)
2. "Hablan Los Niños" Teacher Guide
3. "Simon Dice" (game)

   Explicar que van a tener que escuchar con atención y hacer todo lo que Simón les dice que hagan. Practicar:

   Simón dice cierra los ojos.
   Simon dice alza los brazos.
   Simon dice tienta la cabeza., etc.

   Cuando los niños están siguiendo las instrucciones bien, explicar que ahora van a tener que escuchar a ver si Simón lo dice o no.

   Practicar:

   Simón dice cierra los ojos.
   Simon dice tienta la nariz.
   (omitir) tienta el pelo. (llamarles la atención a que se fijen si Simón lo dice o no.)

4. "Tengo Cinco Dedos" (song)
   (tune-"She'll Be Coming 'Round the Mountain)

   (Enseñar cinco dedos)

   Tengo cinco dedos en mi mano aquí.
   Tengo cinco dedos en mi mano aquí.
   Tengo cinco dedos en mi mano
   cinco dedos en mi mano
   cinco dedos en mi mano aquí.

5. Lotto game using cards with pictures of parts of body. Teacher calls, "¿Quién tiene la cara?" Children mark with chips. First one to cover all squares wins.

MATERIALS

A Taste of Education, Eddie Cano record.
Hablan Los Niños, page 62 (book, Title VII Office)

SUBJECT - PARTS OF THE BODY

OBJECTIVE

ACTIVITY

6. Have children look in a mirror; draw features.
   Have children draw around self on floor.

7. "Abranlas, Ciérrenlas" (fingerplay)

   Abranlas, ciérrenlas
   Abranlas, ciérrenlas
   Pla, pla, pla, pla, pla
   Abranlas, ciérrenlas,
   Abranlas, ciérrenlas
   Pónganlas aca.

8. "Aplaudir con las Manos" (fingerplay)

   Con ésta mano derecha,
   y ésta mano izquierda
   se juntan las palmas para aplaudir;
   ruidoso, quedo, quedito.

9. (Game)

   Cierren los ojos
   Abran los ojos
   Párense
   Siéntense
   Levanten una mano
   Levanten dos manos
   Bajen las manos

   Párense otra vez
   Párense en un pie
   Baje el pie
   Aguanten la nariz
   Toquen la cabeza
   Toquen las orejas
   Siéntense otra vez.

MATERIALS

SUBJECT - PARTS OF THE BODY

OBJECTIVE

ACTIVITY

10. (game)

Aplauda tres veces.
De con el pie cuatro veces.
Parese, aplauda tres veces, de una vuelta, siéntece.
Aplauda dos veces y toque la nariz despues.

(Las instrucciones se pueden hacer más largas y más complicadas con mas numeros.) También para variation la maestra puede decir:

"Si digo 1-2-4 las niñas responden."
"Si digo 1-2-5 los niños responden."

11. Have the children draw pictures of a man following the directions of the teacher:

Vamos a dibujar la cabeza.
(Let's draw the head.)

Vamos a hacer dos ojos.
(Let's make two eyes.)

Vamos a poner las orejas.
(Let's put on the ears.)
etc.

Read: Tu Piel y La Mía — Book, Title VII Office

12. "Pongan Sus Manos Para Arriba" (song) — Hap Palmer, record - Title VII Office
(Put your hands in the Air)

13. "Mi Carita"

Una boquita (boca) para comer;
Una naricita (nariz) para oler,
Dos ojitos (ojos) para ver,
Dos oidos para oir.
Y la cabecita para dormir.

MATERIALS

SUBJECT- PARTS OF THE BODY

OBJECTIVE

ACTIVITY

14. "Dos Ojos Tengo"

Dos ojos tengo,
son para ver
dos orejitas
para escuchar

Dos piecitos
que, al caminar,
saben correr,
saben brincar.

Y dos manitas
para comer, para escribir,
para trabajar.

15. "Mis Ojos"

Mis ojos, mis ojos se cierrán y se abren,
Mis ojos, mis ojos se cierran así.

Mi boca, mi boca se cierra y se abre,
Mi boca, mi boca se cierra así.

Mis manos, mis manos se cierrán y se abren,
Mis manos, mis manos se cierra así.

16. "Partes Del Cuerpo" (song)

Te enseño mi cabeza
mis manos, mis pies
Te enseño mi cabeza, mis manos, mis pies
Te enseño mi cabeza, mis manos, mis pies
Todos damos la vuelta.

Te enseño mis ojos, mi nariz, mi boca
Te enseño mis ojos, mi nariz, mi boca
Te enseño mis ojos, mi nariz, mi boca
Todos damos la vuelta.

MATERIALS

SUBJECT - PARTS OF THE BODY

OBJECTIVE

ACTIVITY

17. "Mis Dedos Gordos" (song)
(Tune-"The Bear Went Over the Mountain")

Mis dedos gordos se mueven (mover los dedos gordos)
Mis dedos gordos se mueven
Mis dedos gordos se mueven
Tra la-la la-la la

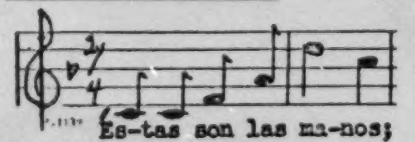
Todos mis dedos se mueven (mover todos los dedos)
Todos mis dedos se mueven
Todos mis dedos se mueven
Tra la-la la-la la

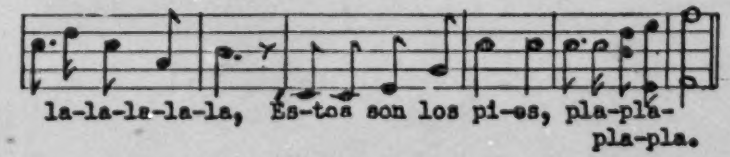
Mis dedos y manos se mueven (mover los dedos y manos
Mis dedos y manos se mueven al mismo tiempo)
Mis dedos y manos se mueven
Tra la-la la-la la

Mis dedos y manos y brazos se mueven
(mover los dedos, manos y brazos al mismo tiempo)

Mis dedos y manos y brazos....(pausa) y cabeza se mueven.

18. "Estas Son Las Manos" (song)





Éstos son los ojos,
la, la, la, la, la,
Éstos son los dedos,
pla, pla, pla, pla, pla.

These are my eyes,
la, la, la, la, la,
These are my fingers,
pla, pla, pla, pla, pla.

MATERIALS

SUBJECT - PARTS OF THE BODY

OBJECTIVE

ACTIVITY

19. "Al Subir Una Montaña" (finger play)

Al subir una montaña una pulga me picó;
La cogí de las narices y se me escapó.
Botín, botero, y salió, rosa, clavel y botón.

20. "Éste, Chiquito y Bonito" (finger play)

Éste, chiquito y bonito, éste, el rey de los anillitos,
Éste, tonto y loco, este, se marcha a la escuela,
Y éste, se lo come todo.

21. "Niño Chiquito y Bonito (finger play)

Niño chiquito y bonito, el señor de los anillos,
El largo y flaco, y mira lejos, y el cuadrilongo.

MATERIALS

SUBJECT - FAMILY

OBJECTIVE

The children will learn the following vocabulary:

The family-

Mother - mamá

Father - papá

Brother - hermano

Sister - hermana

Grandfather - abuelo

Grandmother - abuela

ACTIVITY

1. "La Familia" (fingerplay)

   Este es papá (dedo gordo)
   Esta es mamá (dedo índice)
   Este es mi hermano (dedo de en medio)
   Esta es mi hermana (dedo anular)
   Este es bebito (dedo meñique)
   Es el más chiquitito.

2. "La Familia" (fingerplay)
   (Ejercicio de los Dedos)

   Este es el padre que va a trabajar.
   Esta es la madre dulce y buena.
   Este el el niño que ayuda a su padre;
   Esta es la niña que a la escuela va,
   Este es el bebé pequeño y mimado,
   La buena familia unida aquí esta.

3. "A Mi Mamá" (poem)

   Mamá yo quisiera
   quisiera por ti,
   ser rico, ser sabio
   y hacerte feliz.

   Hijito de mi alma
   feliz ya lo soy
   estudia y muy pronto
   todo eso serás.

4. "Mamacita" (poem)

   Mamacita de mi vida;
   mamacita de mi amor;
   a tu lado yo no siento
   ni tristeza ni temor.

   Mamacita, tu me besas;
   sin engaños, sin rencor
   y por eso yo te quiero,
   mamacita de mi amor.

MATERIALS

SUBJECT - FAMILY

OBJECTIVE

ACTIVITY

5. Draw picture of family. Discuss the role of each member.

6. Cut out magazine pictures of members of a family and describe what each is doing.

7. Role play the father's duties at work and at home.

8. Role play the mother's duties at home (and at work).

9. Role play responsibilities of children.

10. "Mis Papas Me Quieren" (poem)

Mi mamá me quiere mucho
mi papá me quiere igual,
en la cama calentito
muchos cuentos me dirán

¡Qué bonitos cuentos!
¡Qué buena es mi mamá!
¡Qué bonitos cuentos!
¡Qué bueno es mi papá!

11. "Mis Padres" (poem)

Yo quiero a mi madre querida.
Yo quiero a mi padre también.
Ninguno me quiere en la vida,
como ellos me saben querer.

MATERIALS

SUBJECT - FAMILY

OBJECTIVE

ACTIVITY

12. "Canto a Las Madres" (poem)

¡Oh Madre!
en esta mañana
las flores te envian
tu grato olor.

Las aves que cruzan
felices el cielo
sus cantos entonan
también en tu honor.

Y tu hijo querido
te ofrece amoroso
su alma de niño
y un beso de amor.

¡Oh Madre querida!
Oh madre adorada
que nunca en la vida
me falte tu amor.

13. Use picture cards:

Éste es el Papá. (This is Daddy)
Esta es la Mamá. etc. (This is Mama)

Ask:

¿Quién es éste? (Who is this?) for each.
Children respond.

14. Read: "Los Tres Osos".
(The Three Bears)

Let children dramatize story.

"Papá Es Grande"

MATERIALS

Book, Title VII Office

Book, Title VII Office

SUBJECT - FAMILY

OBJECTIVE

ACTIVITY

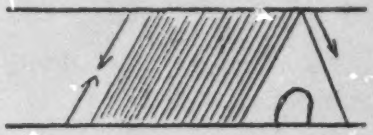
15. Picture cards of family members from Peabody Language Development.

16. Play guessing game: "Guess which member of the family I am".

17. "Mi Casita" (poem)

Un techo le hago
A esta casita
Allí viviremos
Yo y mi mamacita.

Empezar arriba hacia abajo, arriba, abajo sin despegar el lapiz.



18. (poem)

Ésta es mi mamacita
Ella sabe cocinar
Éste es mi papacito
El se sale a trabajar
Y ¿quién es ésta?
¿quién es ésta?

Ésta es mi hermana Pancha
Siempre quiere platicar
El niño mas chiquito
Todavía no sabe andar.

MATERIALS

Peabody Kit, Level I.

SUBJECT - FAMILY

OBJECTIVE

ACTIVITY

19. "Mi Hermanito"

(Usar el libro My Little Brother de la serie A Little Owl Book, escrito por H.R. Wittram).

Este es mi hermanito. El se llama Tim. El tiene tres años.
A veces yo le ayudo a Tim a abrocharse los botones y a asegurar el cierre de su abrigo.
A veces lo ayudo a cruzar la calle. El está muy chico todavía.
A veces lo empujo en el columpio. El se ríe y se ríe cuando lo empujo alto.
A veces lo llevo a la playa. El se mete en el agua y juega en la arena.
A veces jugamos en la piscina. Tiramos la pelota y jugamos con nuestros barcos.
A veces llueve y tenemos que jugar adentro. Tim juega que es un tren. El hace, "Tooooot, tooooot."
Pero a veces Tim me hace enojar. Le tengo que gritar. Nos peleamos y él llora.
Pero mas tarde nos contentamos. Nos sentimos tristes cuando peleamos.
Un día cuando yo estaba enferma, Tim me trajo su osito. Quería que me sintiera mejor.
Yo quiero a mi hermanito. El me quiere a mi. Tengo gusto de tener un hermanito.

MATERIALS

SUBJECT - FAMILY

OBJECTIVE

ACTIVITY

20. "La Familia" (poem)

La mamá	La mamá es alta. Ella es bonita. Es la mamá de _____.
El papá	El papá es alto. Es muy bueno. El juega conmigo Cuando no anda cansado.
El hermano	El es el hermano Le gusta jugar a la pelota. Es el hermano de Gloria y de Joel.
La hermana	Es una muchachita. La muchachita es la hermana de Juan y Joel. Gloria y Juan son hermanos.
El bebé	Nosotros tenemos un bebé El es chico y bonito. Le gusta mucho jugar.
El abuelo	Éste es el abuelo. Es muy guapo. El tiene muchas canas.
La abuela	Ésta es la abuela. A ella le gusta cocinar. Hace pasteles muy sabrosos.
El tio	Éste es mi tio. El tiene un rancho. Tiene muchos caballos.
La tia	Tengo una tia que es muy buena conmigo. Es bonita, como mi mama.

MATERIALS

SUBJECT - FAMILY

OBJECTIVE

ACTIVITY

20. "La Familia" (cont'd)

La prima	Esta es la hija de mi tia. Ella es mi prima. Me gusta jugar con ella.
El Primo	El también es hijo de mi tia. El es mi primo Le gusta jugar con mi hermano Joel.

21. "Vamos a Mi Casa" (poem)

Vengan conmigo, vamos a mi casa.
Hay cosas buenas podemos merendar.
Helados, chocolates, leche con tortitas, dulces deliciosos, vamos a comer.
Vengan conmigo, vamos a mi casa.
¡Hay cosas buenas, podemos merendar!

22. "Mi Mamita" (poem)

Mi buena mamita
Me lleva a la mesa
Me da la sopita
Y luego me besa.

23. Have pictures of mothers and fathers doing household duties. Have children pick a picture and have them tell what mother/father is doing in the pictures.

Example: En este retrato Papá está lavando los trastes.
En este retrato Mamá está haciendo las tortillas.
En este retrato Papá está aseando la casa, etc.

MATERIALS

SUBJECT - FAMILY

OBJECTIVE	ACTIVITY	MATERIALS
	24. Read the story "La Gallinita Roja", Habia Una Vez, This story can also be taped and could be used for the listening center. Encourage the children to dramatize the story.	
	25. "Tacho, Boy of Mexico" The daily activities of a Mexican village boy. Beautiful photographs.	Book, Title VII Office
	26. "Juan and Conchita" Photos and text of the daily life of two Mexican children and their family.	Book, Title VII Office
	27. "Mi Familia" (song)	Record, Eddie Cano - A Taste of Education.

SUBJECT - ANIMALS

OBJECTIVE

The children will be able to identify and name the following vocabulary:

- El perro - dog
- El gato - cat
- El pollito - chicken
- La vaca - cow
- El caballo - horse
- El patito - duck
- El burro - donkey
- La gallina - hen
- El gallo - rooster

ACTIVITY

1. "Cantos de Los Animalitos" (song)

2. "¿Qué Tengo Yo?" (game)

   Arrange pictures of animals on chalk rail. The leader takes one picture and says, "Tengo un gato." He holds the picture for others to see and returns to his seat. Call on volunteers. As each one goes for a picture, he must repeat the names of all of the animals taken before his: "Tengo un gato, un perro, una vaca, un conejo, y una gallina." For the children who come at the end of the game and therefore have a long list to remember, the class may imitate the sound the animal makes to help the player remember the order in which the pictures are to be named.

3. (Jump Rope Rhyme)

   Todos los patitos se fueron a nadar,
   el más chiquitito se quiso quedar,
   la madre enojada le quiso pegar
   y el pobre patito se puso a llorar.

4. (Jump Rope Rhyme)

   La gallina, la gallina
   puso un huevo en la harina,
   puso uno, puso dos, puso tres....(etc.)

MATERIALS

Record, "Sorgs in Spanish for Children" - Project Office

SUBJECT - ANIMALS

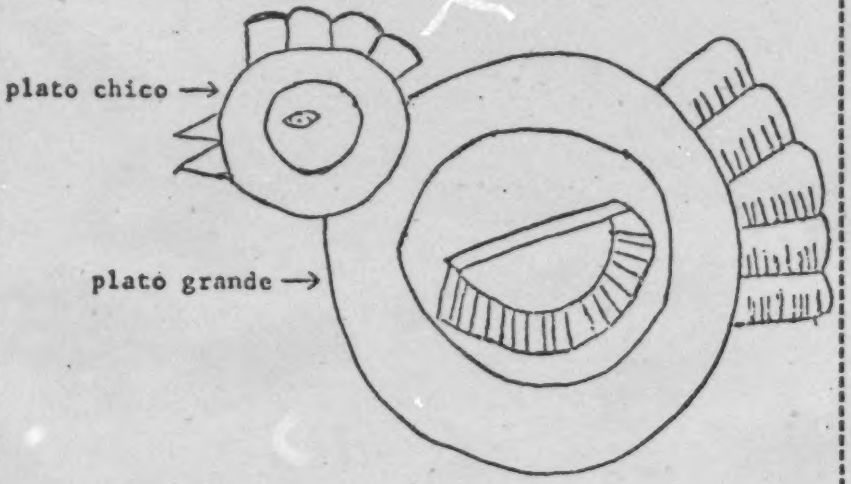
OBJECTIVE

ACTIVITY

5. "Cinco Changitos" (poem)

Cinco changitos se divertían (brinquen con gusto)
Daban un paso al frente (un pso al frente)
y otro a la derecha (un paso a la derecha)
Daban un paso hacia atrás (un paso hacia atrás)
y otro a la izquierda (un paso a la izquierda)
y uno no pudo
porque se le quebró la pierna (pretende cojear)

6. Arte: Hagan una gallina con platos de papel —



Dramatización- Los niños pueden dramatizar la cancioncita de "Los Pollitos."

7. "Una Mosca" (song)

Una mosca parada
en la pared, en la pared, en la pared. (repeat)

Una mosca, una mosca, una mosca
Vestida de mujer.

MATERIALS

Ben Marines tape, Project Office

SUBJECT - ANIMALS

OBJECTIVE

ACTIVITY

8. Riddle:

Tengo pico
y dos patas
y digo, ¡clo, clo, clo! (La gallina)

9. "El Burrito" (poem)

El burrito no es grande.
El burrito no es pequeño.
Es mediano.
Es gris con orejas largas.
El burrito dice: Ji-ja, ji-ja.
Este burrito vive en Mexico.

10. "La Cucaracha" (song)

La cucaracha, la cucaracha,
Ya no quiere caminar,
porque no tiene,
porque le falta,
limonada que tomar.

11. Riddle:

Tiene cola larga,
y cuatro patas.
Corre recio
y come queso.

¿Quién es?

(El ratón)

MATERIALS

SUBJECT - ANIMALS

OBJECTIVE

ACTIVITY

12. "Lugar de Reposo" (fingerplay)

En este nidito
vive un pajarito;
¡pío, pío, pío, pío!

La abeja se abriga
en este panal;
¡Z-z-z-z-z-z !

El vivo conejo
se esconde en su agujero.

Y yo en mi camita
me voy a acostar.

13. "Patitos" (poem)

Somos patitos que sobre el agua
nos gusta mucho nadar, nadar,
muy meneadores y muy contentos,
cantando siempre cua, cua, cua.

MATERIALS

SUBJECT - ANIMALS

OBJECTIVE

ACTIVITY

14. "¿Qué Tengo en la Canasta?" (game)

When you are ready to play the game, (toy animals or pictures may be used) show the class the basket and tell them that it contains objects whose names they already know in Spanish. To start the game suggest, "Tengo los animales que viven en el rancho. ¿Como se llama uno de los animales que viven en el rancho?" If the children have had a unit on animals, they will be able to name all of the animals in the basket. As soon as the child names an animal by asking, "¿Tiene usted la vaca?" you find la vaca in the basket, take it out to show the class, and say, "Sí, tengo la vaca."

Besides reviewing the names of the animals, this game helps distinguish between tengo (I have) and ¿tiene usted? (have you?).

To get the animals back into the basket, ask a row of children to come up to the table and let each one pick up, name, and hand you any one of the animals that are in view, saying, "Aquí está el gato, señorita." You answer, "Gracias, María." María should answer, "De nada, señorita," and go to her seat. Then the next one in the row takes his turn. In another variation of this game which reverses the association of tengo and tiene so that the child says tengo while you say tiene usted, you may give each child the animals that he names. In this game the animals are not left in sight on a desk or table but are scat

MATERIALS

SUBJECT - ANIMALS

OBJECTIVE	ACTIVITY	MATERIALS
	15. "La Pequeñita Araña" (fingerplay) (The Eency Weency Spider) La pequeñita araña Subia por la manga. Vino la lluvia Y se la llevo Salio el sol y todo lo seco Y la pequeñita araña Subio y subio y subio. The eency weency spider Went up the water spout Down came the rain And washed the spider out Out came the sun And dried up all the rain And the eency weency spider Went up the spout again.	
	16. "Arturito El Astuto" (Arty Smarty) A fish meets a whale.	Book, Project Office
	17. "El Viejo y El Tigre" (Old Man and the Tiger) This is a story done in play form.	Book, Project Office
	18. "Date Prisa, Cachazudo" (Hurry up, Slow Poke) About a mouse family.	Book, Project Office
	19. "¿Vendras a mi Fiesta?" (Will you Come to my Party?) A squirrel's eating party.	Book, Project Office
	20. "Dejen Que Papá Duerma" (Let Papa Sleep) Two little rabbits and Papa.	Book, Project Office

SUBJECT - ANIMALS

OBJECTIVE

ACTIVITY

21. "El Ratoncito" (poem)

Por ahí viene un ratoncito
que le cayó un aguacerito,
y corriendo, corriendito
se metió en un agujerito.

Through there comes a little mouse
caught by the rain,
and he hurriedly
runs into a hole.

22. "Animals" (game)

The teacher will say, "Un gato dice miau" or make a similar statement about another animal. If the statement is true the children must imitate the sound made by the teacher. If the statement is false, they are to keep quiet. The point of the game is to catch some one imitating the sound in a false statement. Possibly sounds may include:

Un gato dice miau.
Un perro dice guau, guau.
Un pollo dice clo, clo.
Una vaca dice mu, mu.
Una cabra dice ba.
Un burro dice ji-já.
Un pollito dice pio.
Un cerdo dice oink.

23. "The Hen and Wild Cat" (game)

One player is the "hen" and leads her brood (the other children) around the "cat", El Gato, (a chosen player). She warns them of danger and the "cat" tries to catch any foolish "Pollito" who fails to heed the warning of the mother"hen". When a "chicken" is caught, he becomes the "cat".

MATERIALS

SUBJECT - ANIMALS

OBJECTIVE

ACTIVITY

24. "La Víbora" (song-game)
(The Serpent)

Two of the tallest boys or girls are chosen from among the players and are called San Pablo, (St.Paul and St. Peter) San Pedro. They form an arch with their hands held high and keep this position throughout the game. The other players form a line, each one placing his hands on the shoulders of the one preceding him, as they walk toward the arch saying:

"A la víbora,
a la víbora,
de la mar
por aquí quieren pasar
y los de atrás
se quedarán.
¡Trás, trás, trás!

To the serpent,
to the serpent,
of the sea,
through here they want
to go
and those in back
will remain.
¡Behind, behind, behind!

When nearly all the children have passed through the arch, San Pedro and San Pablo lower their arms and "catch" one of the last. Either San Pablo or San Pedro asks the captures one:

¿Con quién te quieres ir? (With whom do you want to go
¿Con San Pedro (With St. Peter
o con san Pablo? or St. Paul?)

The player chooses the one he wishes and starts the beginning of a line in back of either "saint". The game continues until no one is left in the original line. Sometimes, the two groups have a tug of way to determine which saint is the strongest.

MATERIALS

(1) Record, "Songs in Spanish for Children"- Project Office

(2) BABEL record, "Songs for Little Neighbors" - Project Office

SUBJECT - ANIMALS

OBJECTIVE

ACTIVITY

25. "El Pollito" (poem)
(The little Chickie)

Yo tengo un pollito
Que come maíz,
Arroz y semillas,
Lombrices también.

Un día el pollito
Que susto llevó
Con una hoja de árbol
Que al suelo cayó.

26. "Pajara Pinta" (poem)

Estaba la pajara pinta
Sentada en un verde limón,
Con el pico deshoja la rama
Con las patas deshoja la flor.

27. "Los Dedos" (fingerplay)

Este es un pollito (small finger)
Este lo pesçó (ring finger)
Este lo peló (middle finger)
Este lo guisó (idex finger)
Y este.....se lo comió (thumb)

28. "Ratoncito" (poem)

Corre ratoncito
Corre más y más
Que un gatito blanco
Te quiere alcanzar.

MATERIALS

SUBJECT - ANIMALS

OBJECTIVE

ACTIVITY

29. "Los Cochinitos" (finger
(The Little Pigs)

Éste compró un huevo
ęste encendió el fuego
ęste trajo la sal
este lo guiso
y este pícaro gordo se lo comió.

This one bought an egg
This one turned on the fire
This one brought the salt
This one fried it
And this fat rascal ate it all up.

30. "Pato, Pato, Ganzo" (game)

Children seated in a circle, facing the center. One child walks around the outside, tapping each child cays, "Pato, Pato, Pato, etc." until he taps the child he chooses to chase him, by saying "Ganzo!" The "Ganzo" chases the first child around the circle to the empty space.

31. "Los Lobitos" (poem)
(Five Little Wolves)

Cinco lobitos tiene la loba,
blancos y negros detrás de la toba.
Uno le canta todo el día,
y los otros le tocan la sinfonía.

Five little wolves has the mother wolf,
black and white,
behind the cotton thistle.
One sings to her all day long,
and the others play a symphony.

MATERIALS

SUBJECT - ANIMALS

OBJECTIVE

ACTIVITY

32. "Cinco Pollitos" (poem)
(Five Little Chicks)

Cinco pollitos
Tiene mi tía;
uno le canta,
otro le pía,
y tres le tocan la chirimía.

Five little chicks
has my aunt;
one sings to her,
one cries,
and three play the flute.

33. "El Conejito Contador" (song)
(Tune- Go Tell Aunt Rhodie)

Soy un conejito (dos dedos sobre la cabaza como orejas)
Soy un conejito
Soy un conejito
Y se como contar.

Se como contar
Se como contar
Se como contar
Cuento yo así.

Uno, dos, tres, cuatro, cinco. (Saltando como conejo)

34. "Animals" (game)

The group is divided into two teams. The teacher holds up a picture of some animals and asks, "¿Qué animal es?" alternating from one team to the other as in a spelling match. Each child must answer in a complete sentence. "Es una vaca," etc.

MATERIALS

SUBJECT - ANIMALS

OBJECTIVE

ACTIVITY

35. "Dos Pajaritos" (fingerplay)

Dos pajaritos muy sentados
En una cerca muy alta
Vuela Panchito, vuela Pedrito
Vuelve Panchito, vuelve Pedrito.

36. "La Ranita" (fingerplay)

Cantando una rana la noche pasó.
Un rayo de luna al agua llegó.
La rana a la luna alegre cantó.
Y la bella luna más luz le mando.

37. "Identifying Animals" (game)

Teacher places pictures of animals learned, around the room. (Toy animals or wooden cut-outs may be used.) Teacher calls out in Spanish the name of an animals. The child must pick out the animal named, take it to the teacher and say, "Es un ___." Teacher then says, "gracias" and the child answers "de nada."

"Animals"

Game above is played with a child giving the name of an animal, and calling on another child to identify it. The child may have three chances. If he picks the right animal he may name the next one.

38. "Mi Perro" (song)
(Oh Where, oh where has my little dog gone)

¿A dónde, a dónde ha ido mi perro,
a dónde, a dónde se fue?
¿Con orejas cortadas y el rabo también,
a dónde, a dónde se fue?

MATERIALS

SUBJECT - ANIMALS

OBJECTIVE

ACTIVITY

39. "How Fast Can You Answer? (game)

Class is divided into two groups: one child at the board keeps score. Teacher asks a variety of questions some humorous. Children must answer queickly. Wrong answers are chalked up against one or the other side.

¿Qué dice la vaca?
La Vaca dice, mu.

¿ Dice el pajaro, mu?
No, el pajaro no dice, mu.

¿Dice el pajaro miau?
No, el pajaro no dice, miau.

¿Qué dice el pajaro?
El pajaro canta.

¿Canta el mono?
No, el mono no canta.

¿Canta el burro?
Sí, el burro canta, ji-já.

¿Tiene Ud. un burro?
No, yo no tengo un burro.

40. "La Araña Pirulina" (poem)
(The Little Spider)

La araña pirulina
por la pared se subió
y mi Tía Catalina
con la escoba la barrió.

The little spider
Went up the wall,
and my Aunt Catalina
swept it out with a broom.

MATERIALS

SUBJECT - ANIMALS

OBJECTIVE

ACTIVITY

41. "Animal Sounds" (game)

    (1) Each child is given the name of an animal whose cry or sound he can imitate. Each child is given a turn while the others guess in Spanish the name of the animal he is imitating.

    (2) Place pictures of animals learned, around the room (animals or wooden cut-outs). Call out in Spanish the name of an animal. The child must pick out the animal named, take it to the teacher and say, "Es un_____." Teacher then says, "gracias" and the child answers, "de nada."

42. "Mi Perrito" (song) (see attached page)

43. "Los Pollitos" (song) (see attached page)

44. "¿Quién Teme Al Lobo Grande?" (song)
    (Who's Afraid of the Big Bad Wolf?)
    (see attached page)

45. "Patito, Patito" (song) (see attached page)

46. "La Gallina" (story) (see attached pages)

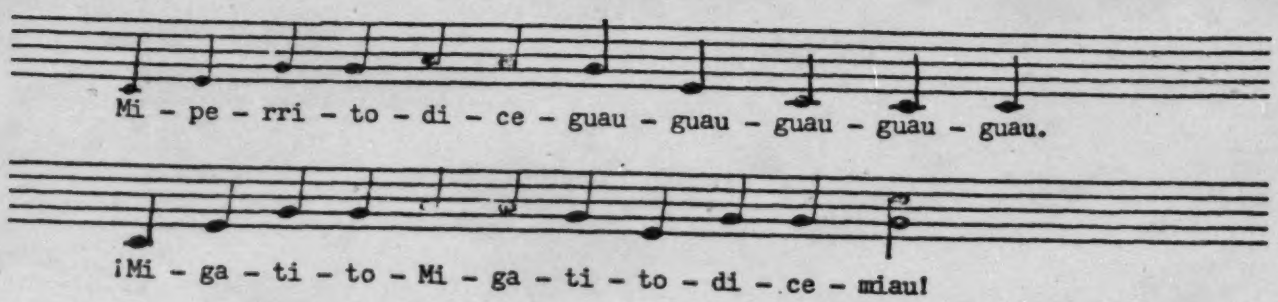
47. Art Activity (see attached pages)

48. "Vengan a Ver a Mi Granja" (song)
    (see attached page)

MATERIALS

1. Flash cards with animal picture
2. Flannel cut-outs
3. Pictures mounted on flannel

42. "Mi Perrito" (song)

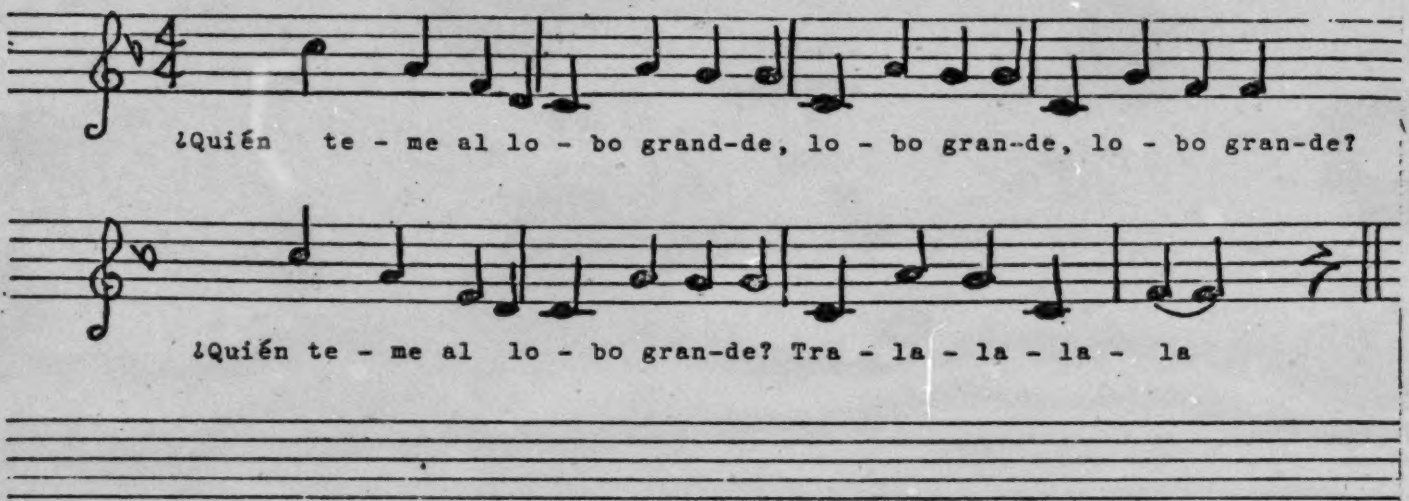


43. "Los Pollitos" (song)

Los - po - lli - tos - di - cen.
Las - ga - lli - nas - di - cen.
pí - o - pí - o - pí - o
clo - clo- clo - clo - clo- clo.
Cuan - do - tie - nen - ham - bre
Cuan - do - can - ta el ga - llo
Cuan - do - tie - nen - frí - o.
Cuan - do - sa - le el - sol.

44. ¿QUIEN TEME AL LOBO GRANDE?
(Who's Afraid of the Big Bad Wolf?)

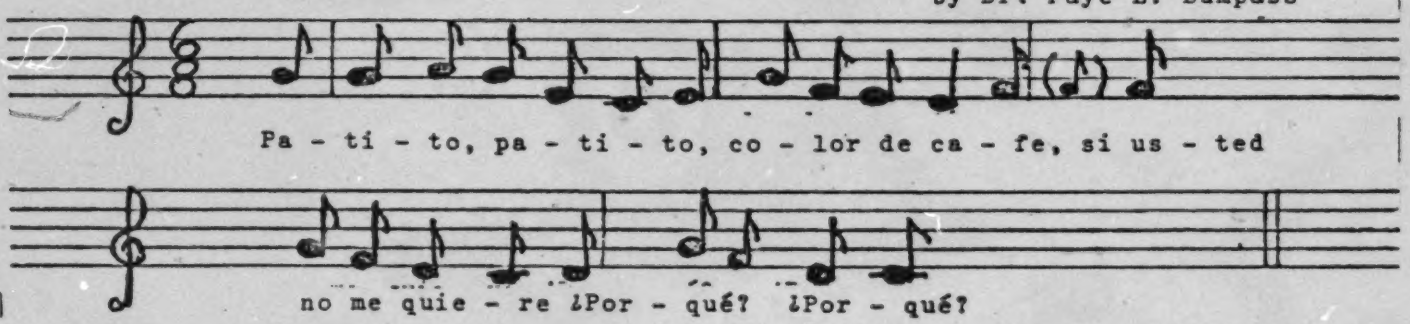
Derived from material
by Dr. Faye L. Bumpass



ENGLISH: Who's afraid of the big bad wolf, the big bad wolf, the big bad wolf?
Who's afraid of the big bad wolf? Tra-la-la-la-la.

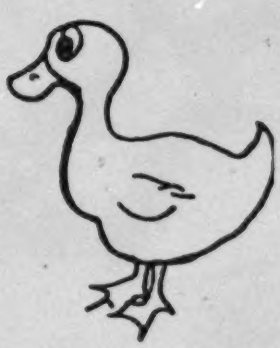
45. PATITO PATITO

Derived from material
by Dr. Faye L. Bumpass

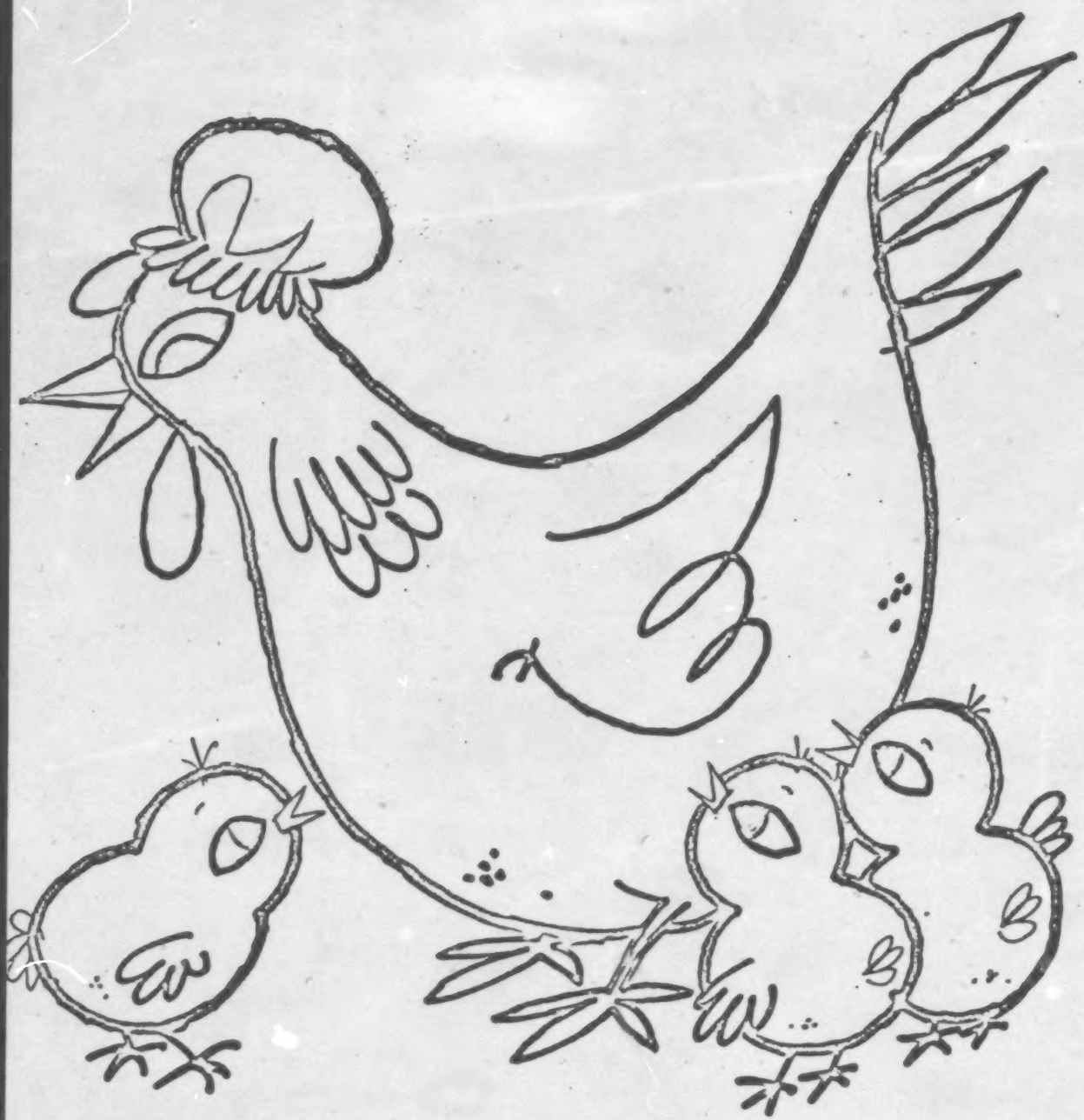


Little duck, little duck,
Little brown duck

If you don't like me,
Please tell me why!



La Gallinita Roja



Aquí está la Gallinita Roja con sus tres pollitos.
La Gallinita Roja es grande.
Es roja.
Sus tres pollitos son pequeños.
Son amarillos.
La Gallinita Roja tiene hambre.
Sus tres pollitos tienen hambre también.
—Clo, clo, clo—dice la gallina.
—Pío, pío, pío—dicen los pollitos.

—Clo, clo, clo—dice la Gallinita Roja. —¿Quién quiere sembrar el trigo?

—¡Yo no!—dice el cerdo negro. —¡Oink, oink!

—¡Yo no!—dice el perro café. —¡Guau, guau!

—¡Yo no!—dice el gato gris. —¡Miau, miau!

—¡Entonces lo haré yo!—dice la Gallinita Roja. —¡Clo, clo, clo!

—Clo, clo, clo—dice la Gallinita Roja. —¿Quién quiere cortar el trigo?

—¡Yo no!—dice el cerdo. —Tengo sueño. ¡Oink, oink!

—¡Yo no!—dice el gato. —Tengo sueño. ¡Miau, miau!

—¡Yo no!—dice el perro. —Tengo sueño también. ¡Guau! ¡Guau!

—¡Entonces lo haré yo!—dice la Gallinita Roja. —¡Adiós, amigos!

—Clo, clo, clo—dice la Gallinita Roja. —¿Quién quiere desgranar el trigo? —¿Usted, Sr. Cerdo?

—¡Yo no!—dice el cerdo. —¡Oink, oink!

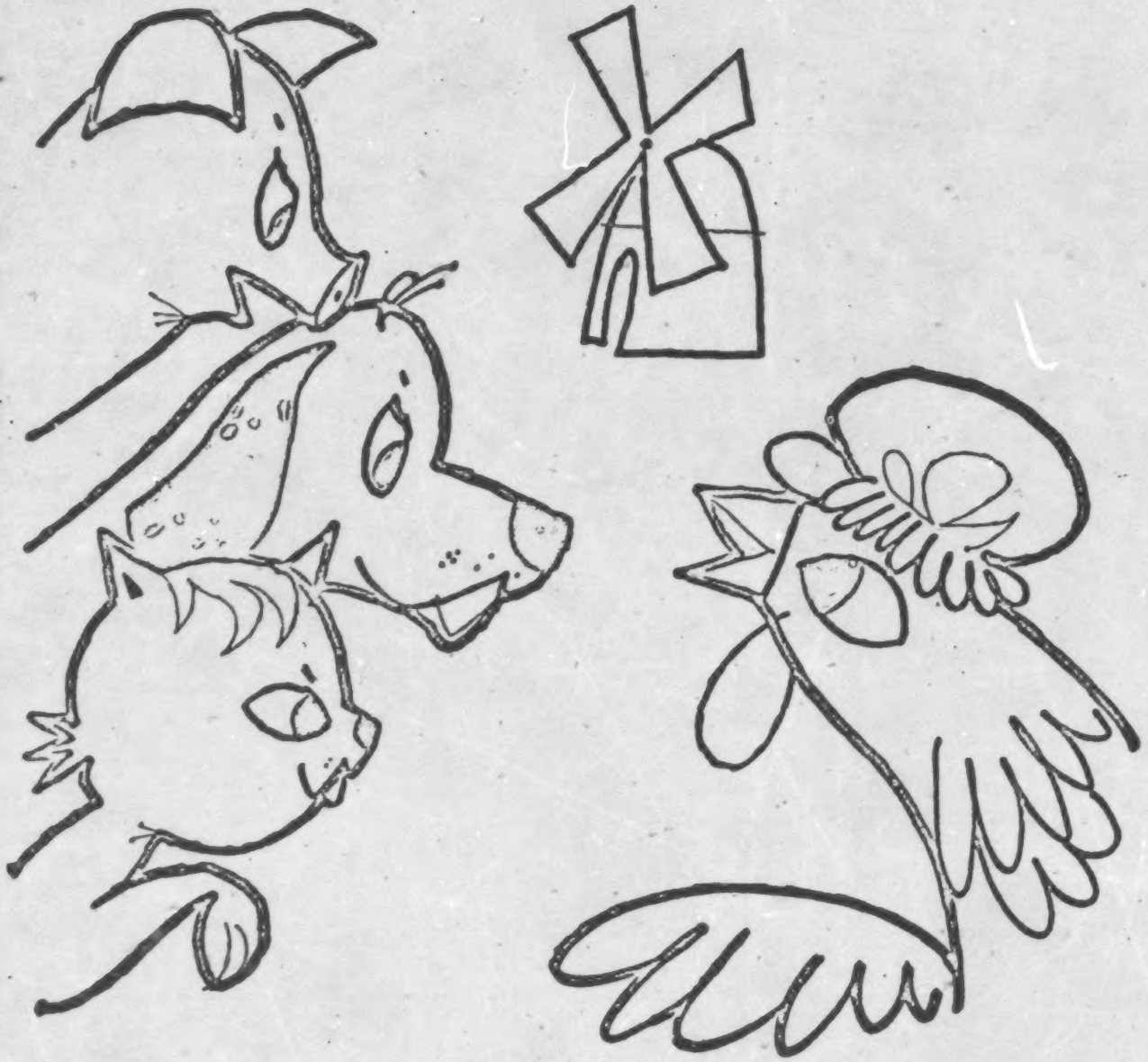
—¿Usted, Sr. Perro?

—¡Yo no!—dice el perro. —¡Guau, guau!

—¿Usted, Sr. Gato?

—¡Yo no!—dice el gato. —¡Miau, miau!

—Entonces lo haré yo,—dice la Gallinita Roja. —¡Adiós, amigos!



—Buenos días, amigos—dice la Gallinita Roja.

—Buenos días, Gallinita Roja—dicen los amigos, el cerdo, el perro y el gato.

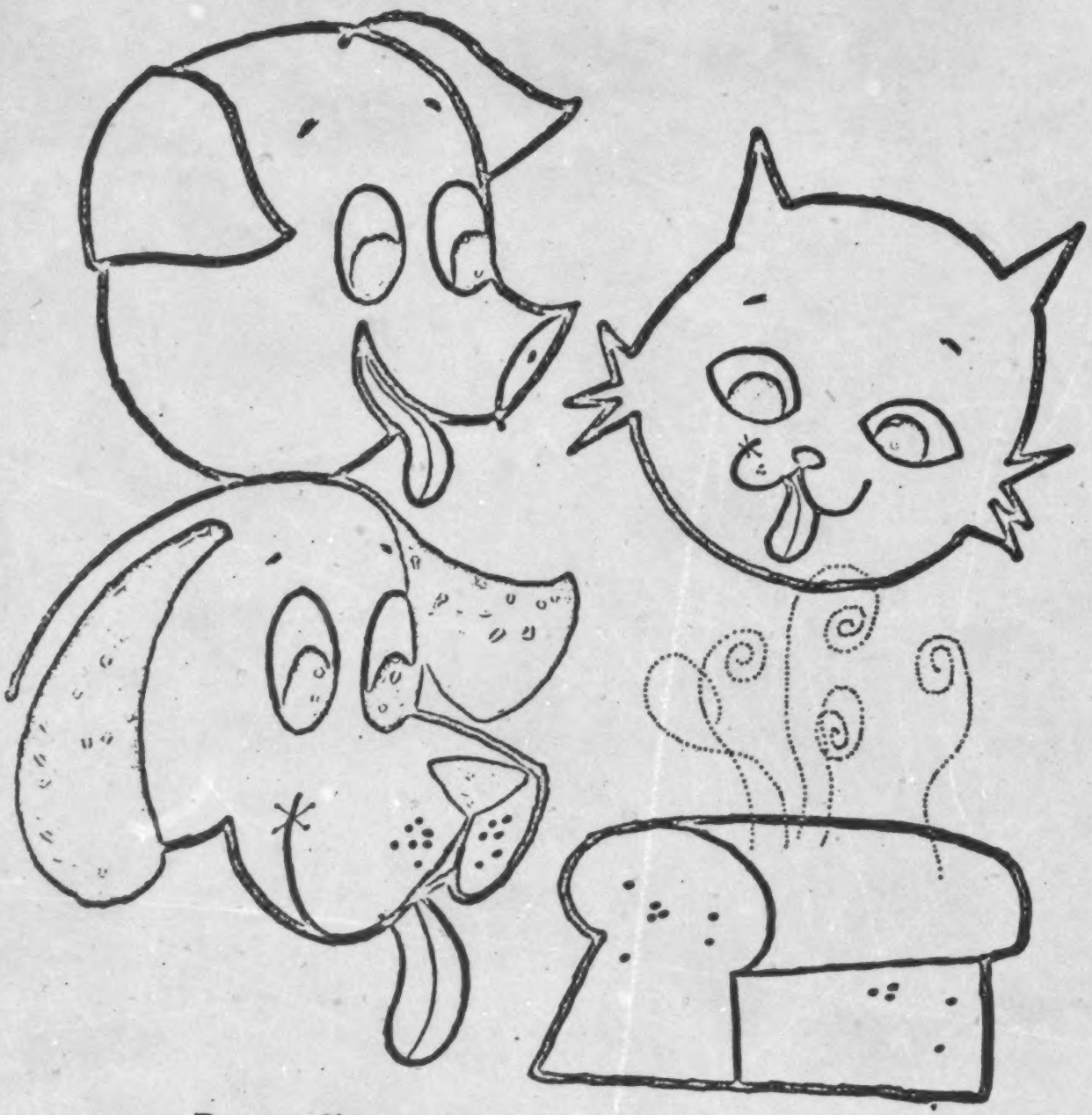
—Aquí está el trigo, amigos. ¿Quién quiere llevarlo al molino?

—¡Yo no!—dice el cerdo.

—¡Yo no!—dice el perro.

—¡Yo no!—dice el gato.

—Entonces lo haré yo—dice la Gallinita Roja. —¡Adiós, amigos!



—Buenos días, amigos, dice la Gallinita Roja.

—Buenos días—dicen los amigos, el cerdo, el perro y el gato.

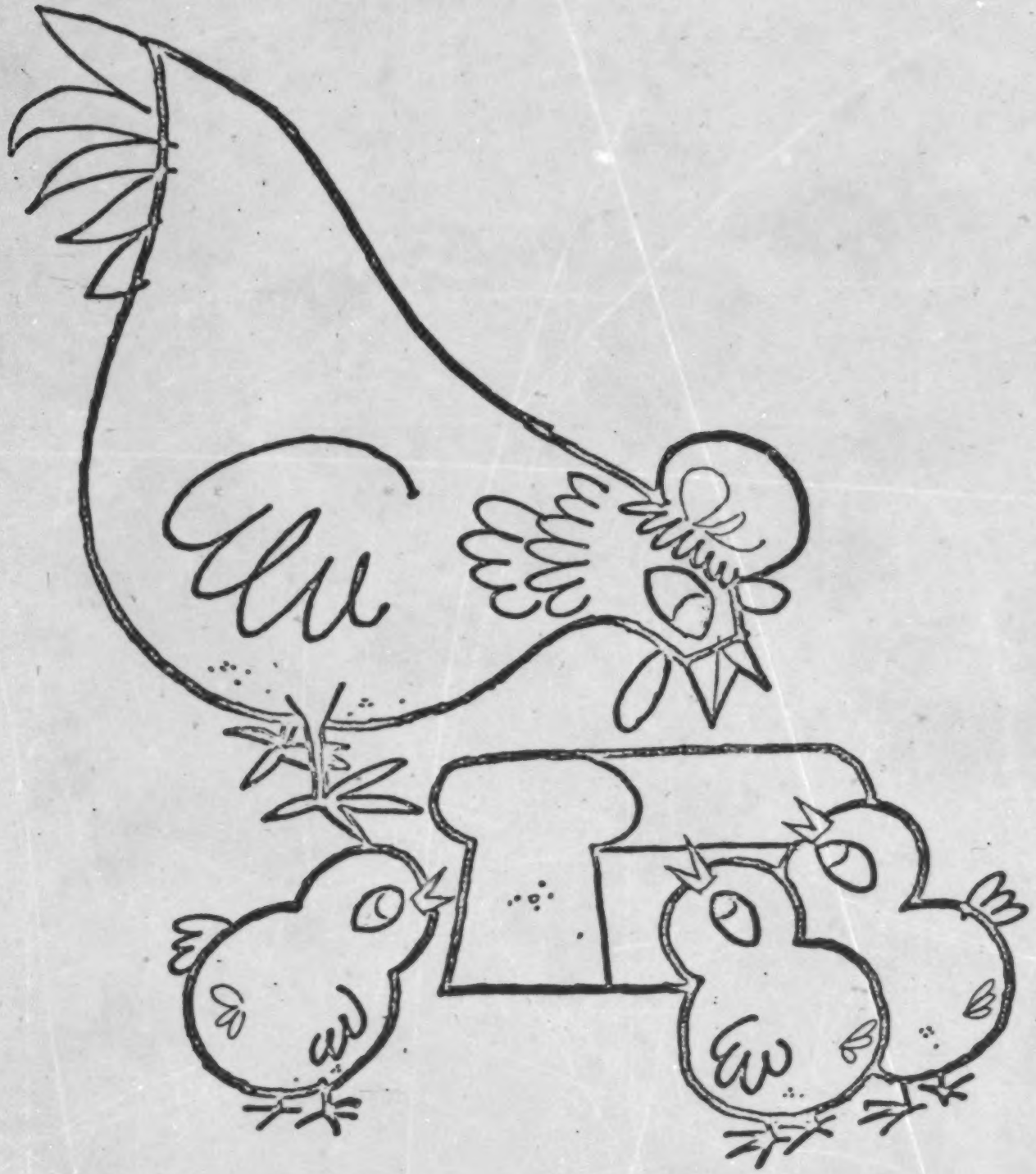
—Aquí está el pan. ¿Quién quiere comer el pan?

—¡Yo sí!—dice el cerdo. —¡Oink, oink!

—¡Yo sí!—dice el perro. —¡Guau, guau!

—¡Yo sí!—dice el gato. —¡Miau, miau!

—¡Eso sí que no!—dice la Gallinita Roja. —¡Ustedes no van a comer el pan! ¡Adiós, amigos!

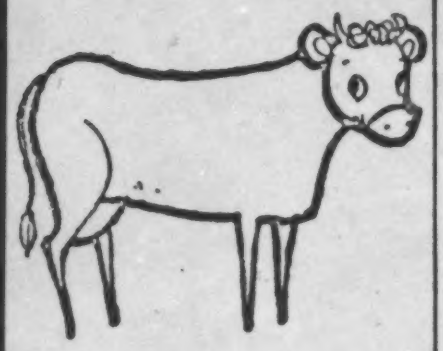


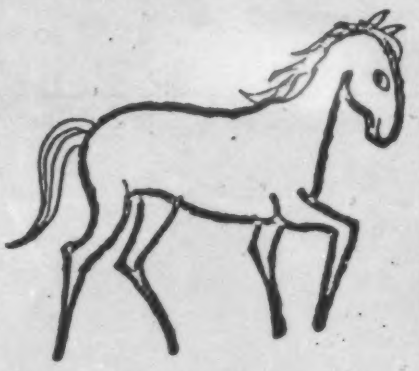
—Clo, clo, clo—dice la Gallinita Roja. —¡Pollitos, pollitos! ¿Dónde están ustedes? ¿Dónde están ustedes?

—Pío, pío, pío—dicen los pollitos. —Aquí estamos, mamacita. ¡Aquí estamos!

—Vamos a comer el pan, pollitos.

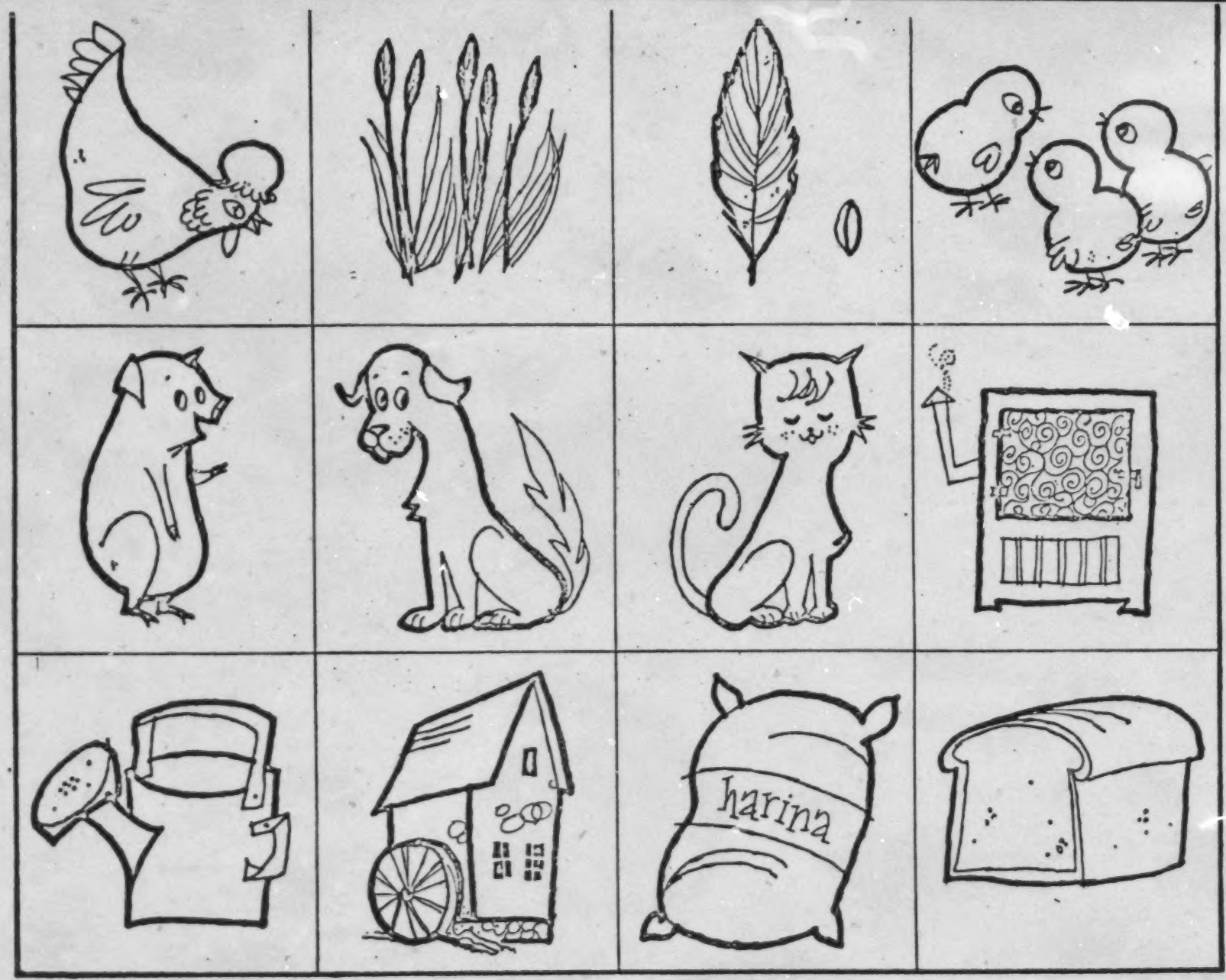
—Oh, qué buena comida—dicen los pollitos. —Gracias, gracias, mamacita. ¡Muchas gracias!

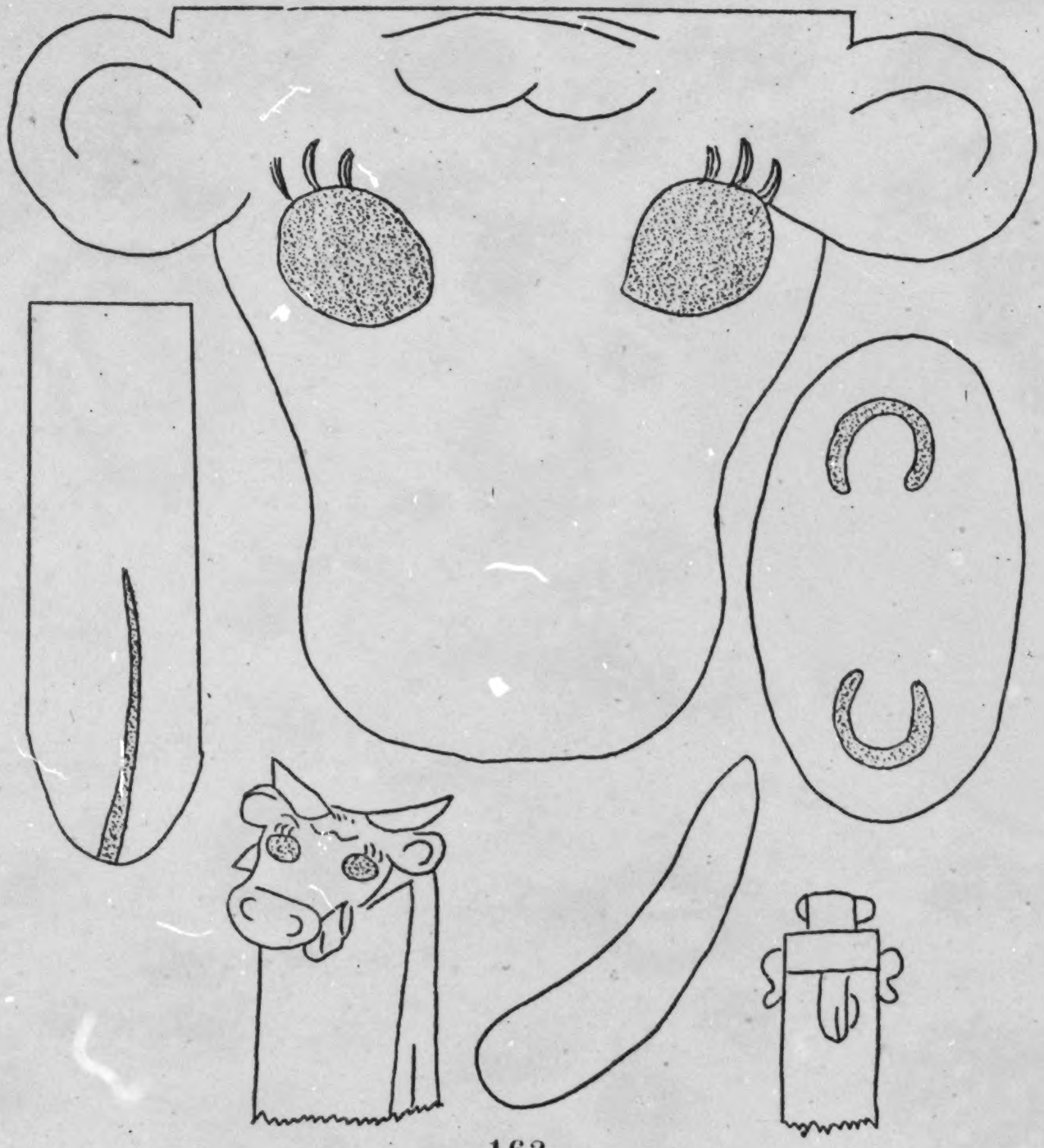




la pata
la oveja
la vaca
el gallo
el caballo
el toro
el corderito
el pajarito
el papagayo
los patitos

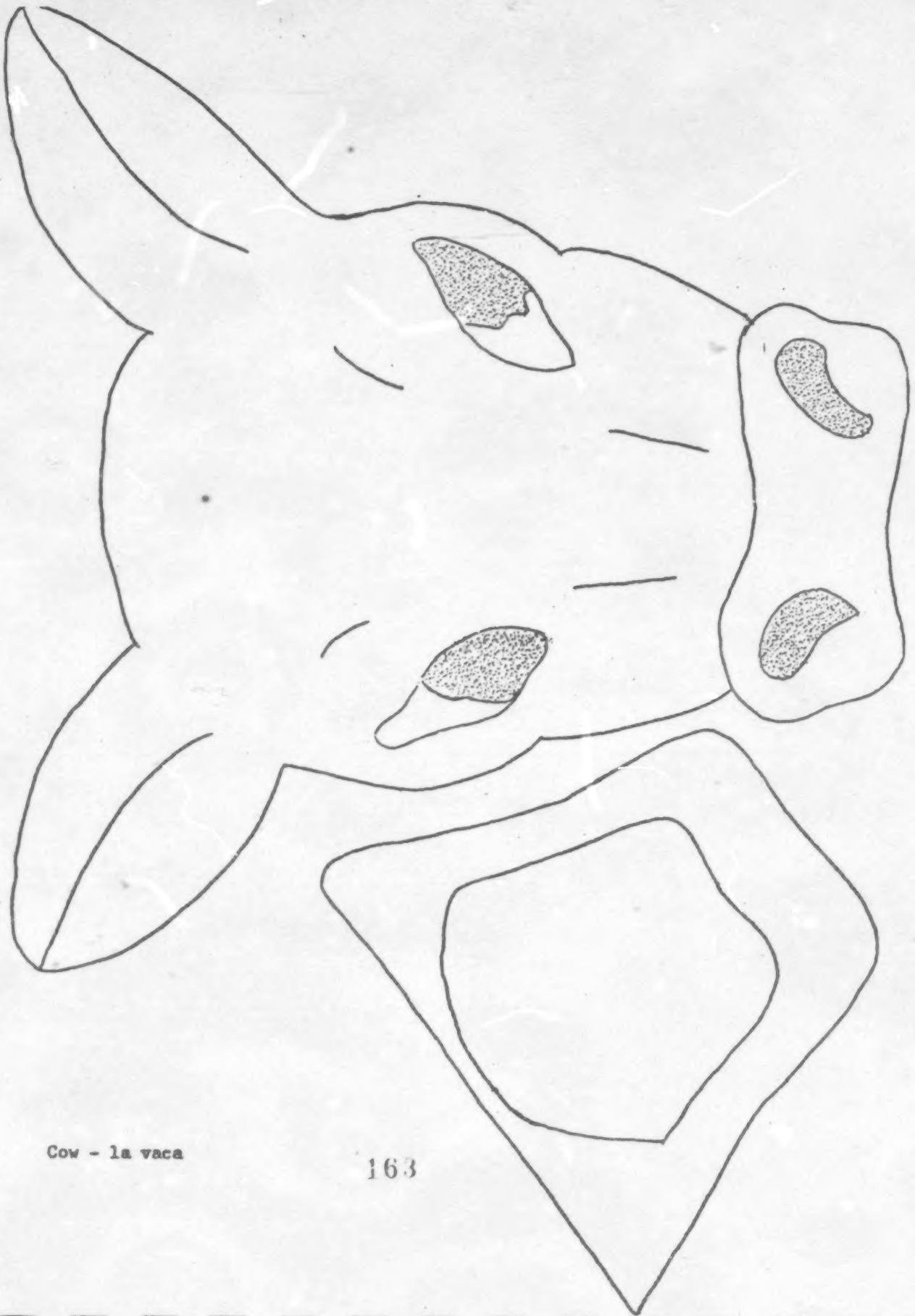
La Gallinita Roja	el trigo	el granito de trigo	los tres pollitos
el cerdo	el perro	el gato	el horno
la regadera	el molino	la harina	el pan


harina



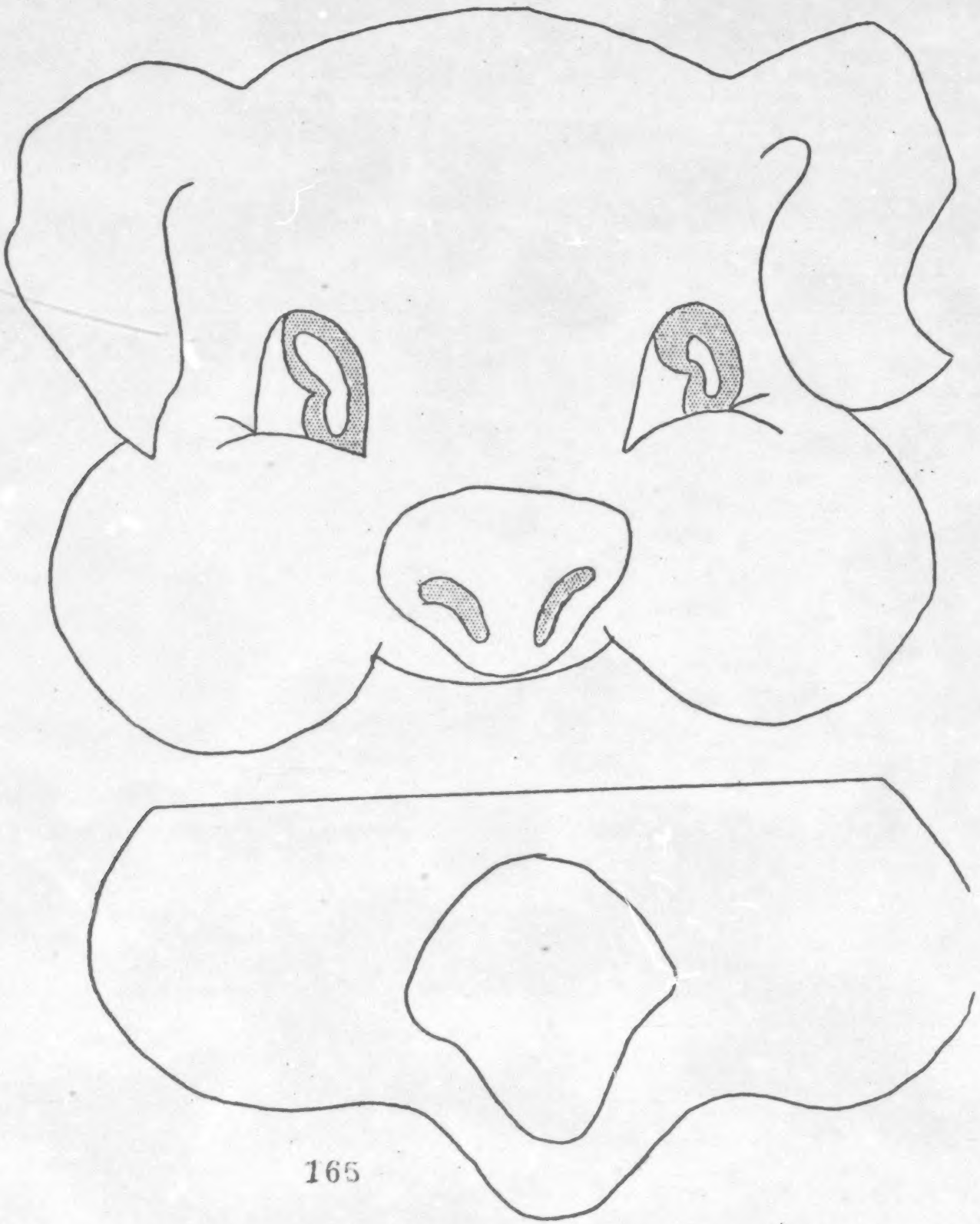
Using a #4 paper bag (brown) for the base of the puppet, paste the face of the cow on the bottom of bag. This face can be cut from another sack or from construction paper. Paste on muzzle cut from pink paper, horns from medium brown, and eyes from dark brown paper. Glue pink tongue at the first crease line on the sack and draw in an outline of the lower lip beginning at the second crease line. Outline everything with black felt tip pen or dark crayon. Curl fingers inside bottom of sack to make puppet "talk".

Cow - la vaca

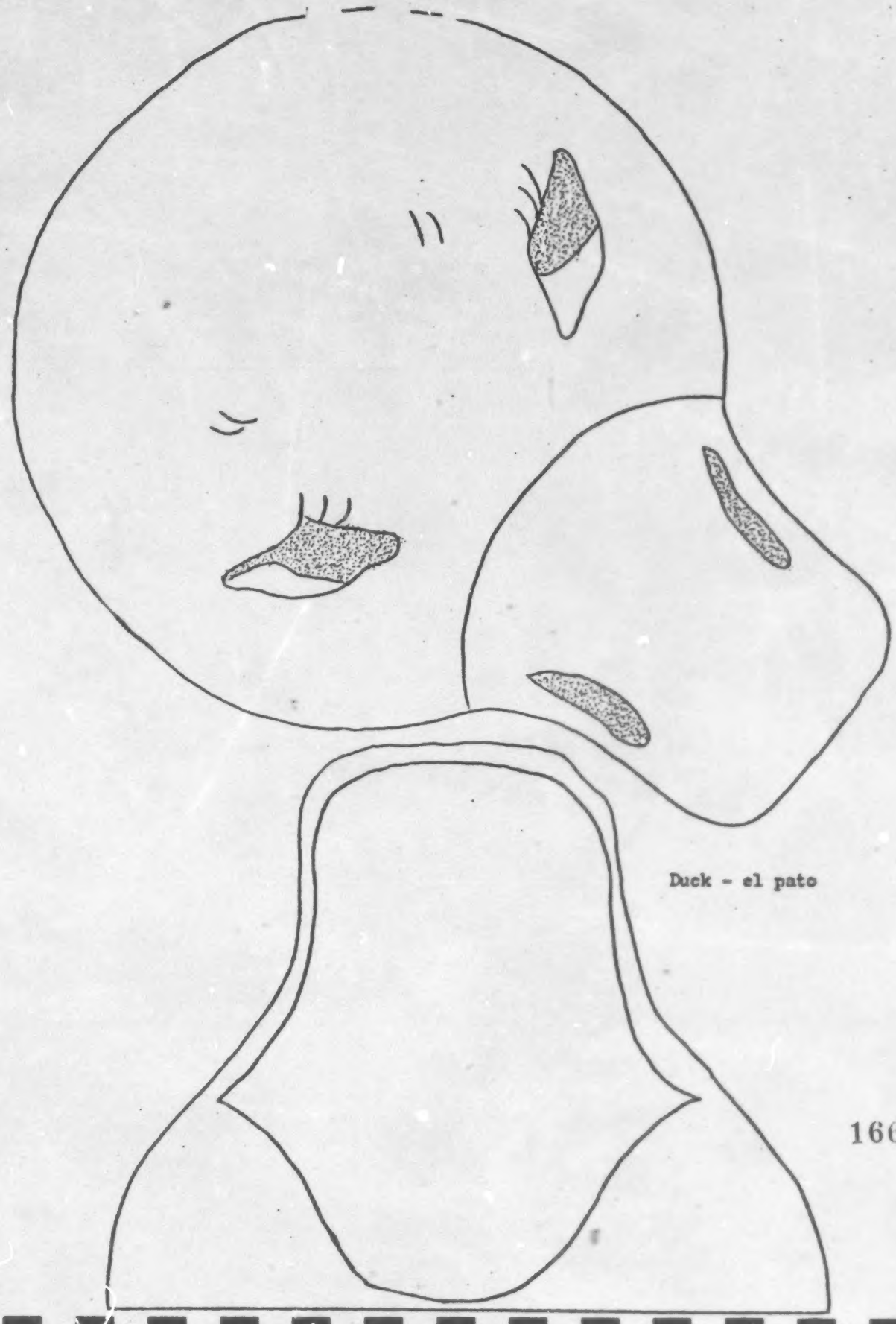


Cow - la vaca

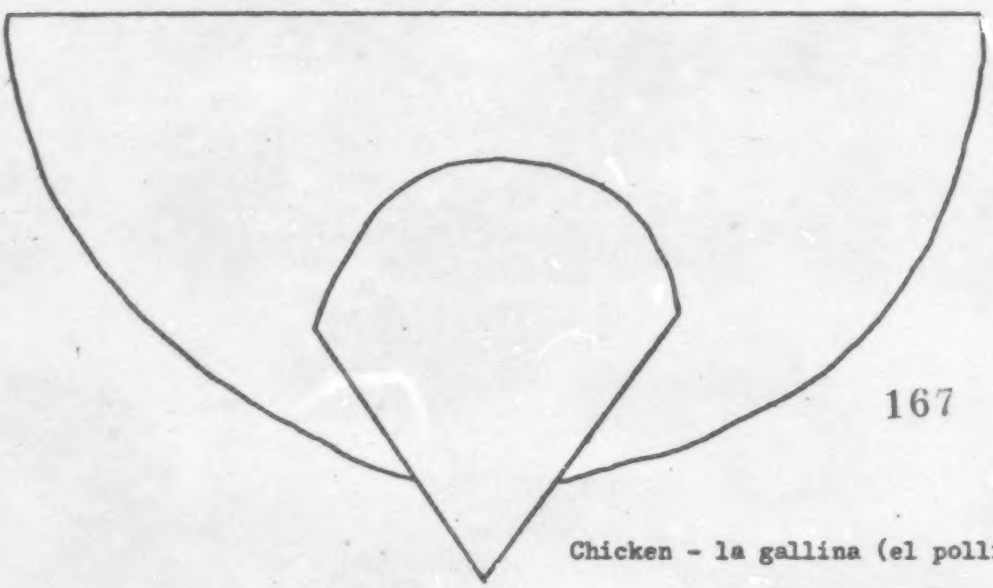
Horse - el caballo



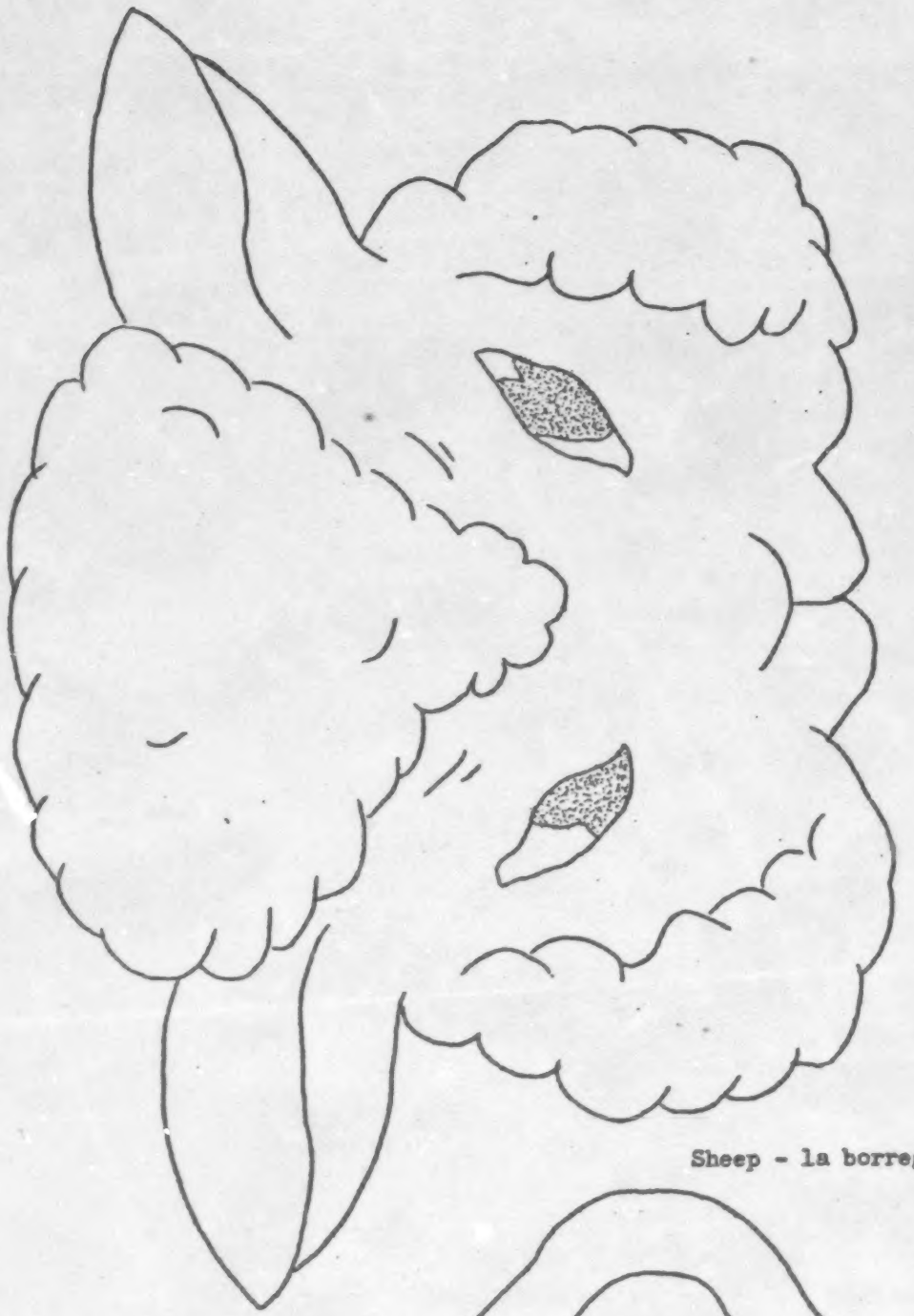
Pig - el cochinito (cerdo)



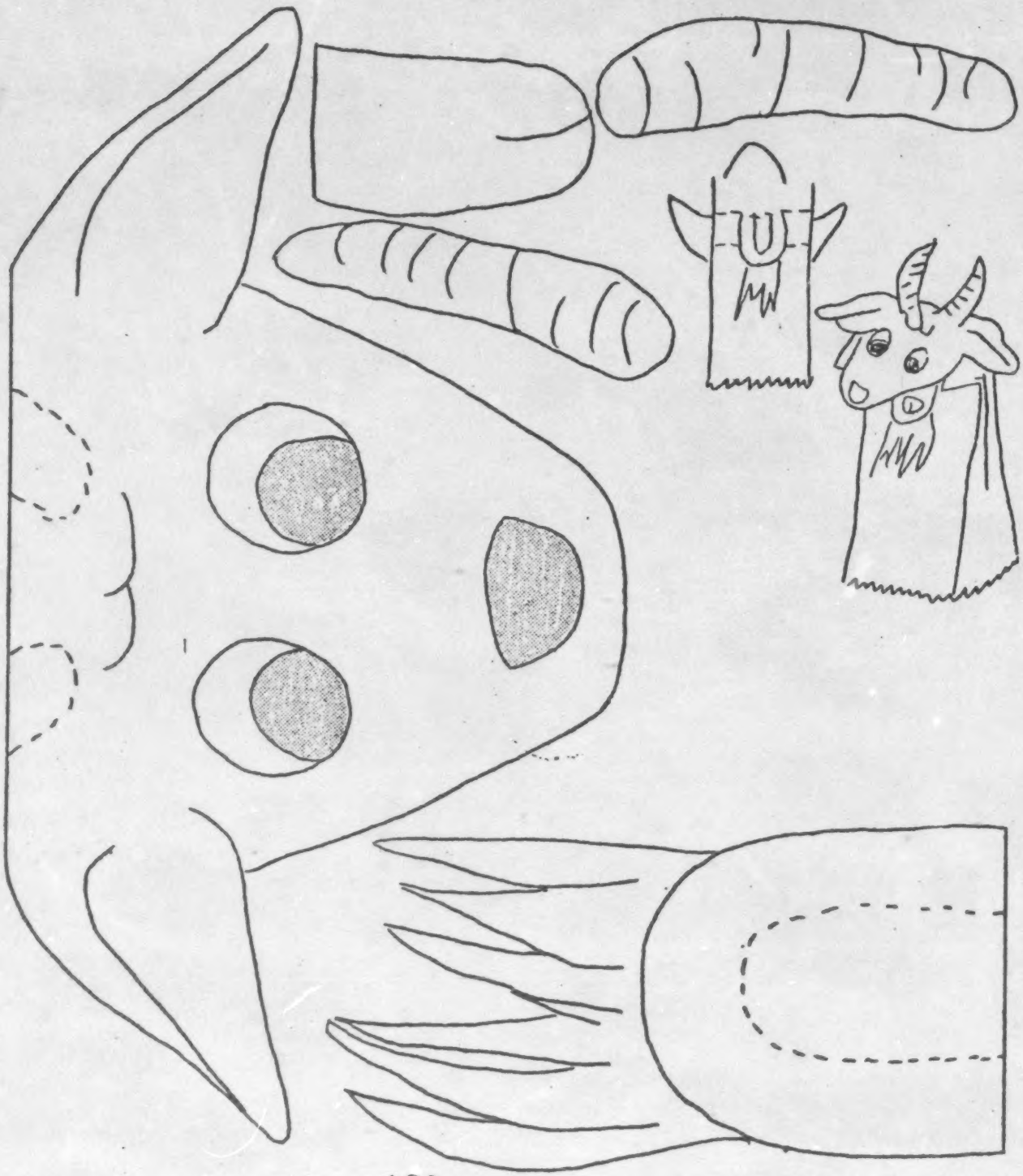
Duck - el pato



Chicken - la gallina (el pollito)



Sheep - la borrega (oveja)



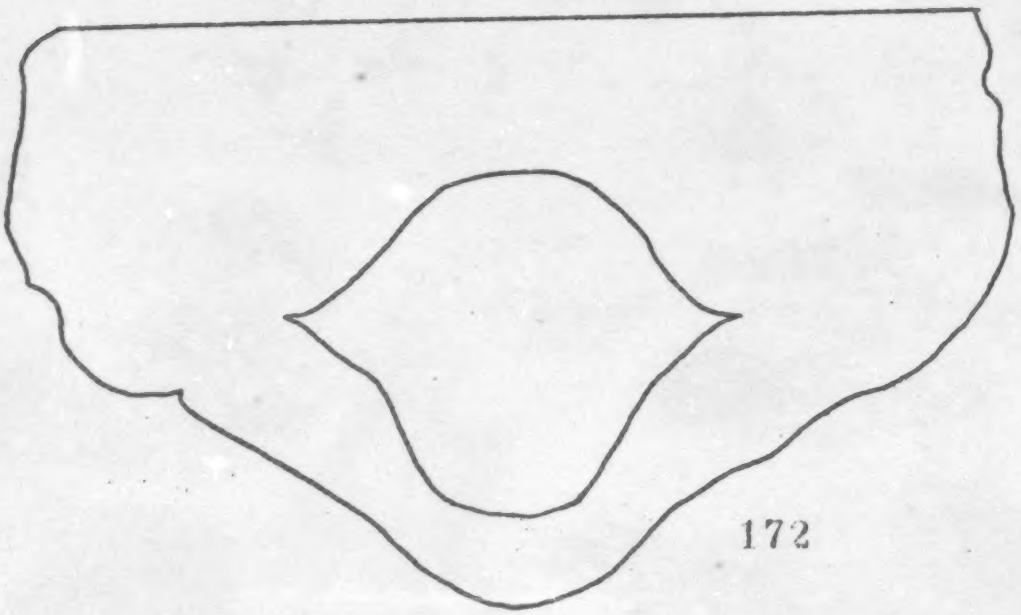
Using a #4 brown paper bag for the base of the puppet, paste the face of the goat on the bottom of the bag. This face can be cut from another sack or from construction paper. Two large white circles and two small black circles make the eyes. These can be cut and pasted or drawn on. The nose is black. Cut out a pink tongue and paste it on dotted lines above the beard. This section is then glued on the inside of the sack beginning at the first crease line. Cut two horns from brown paper, reversing one, and paste on dotted lines at top of head. Outline all details. Curl beard.

Goat - la cabra, (el chivo)

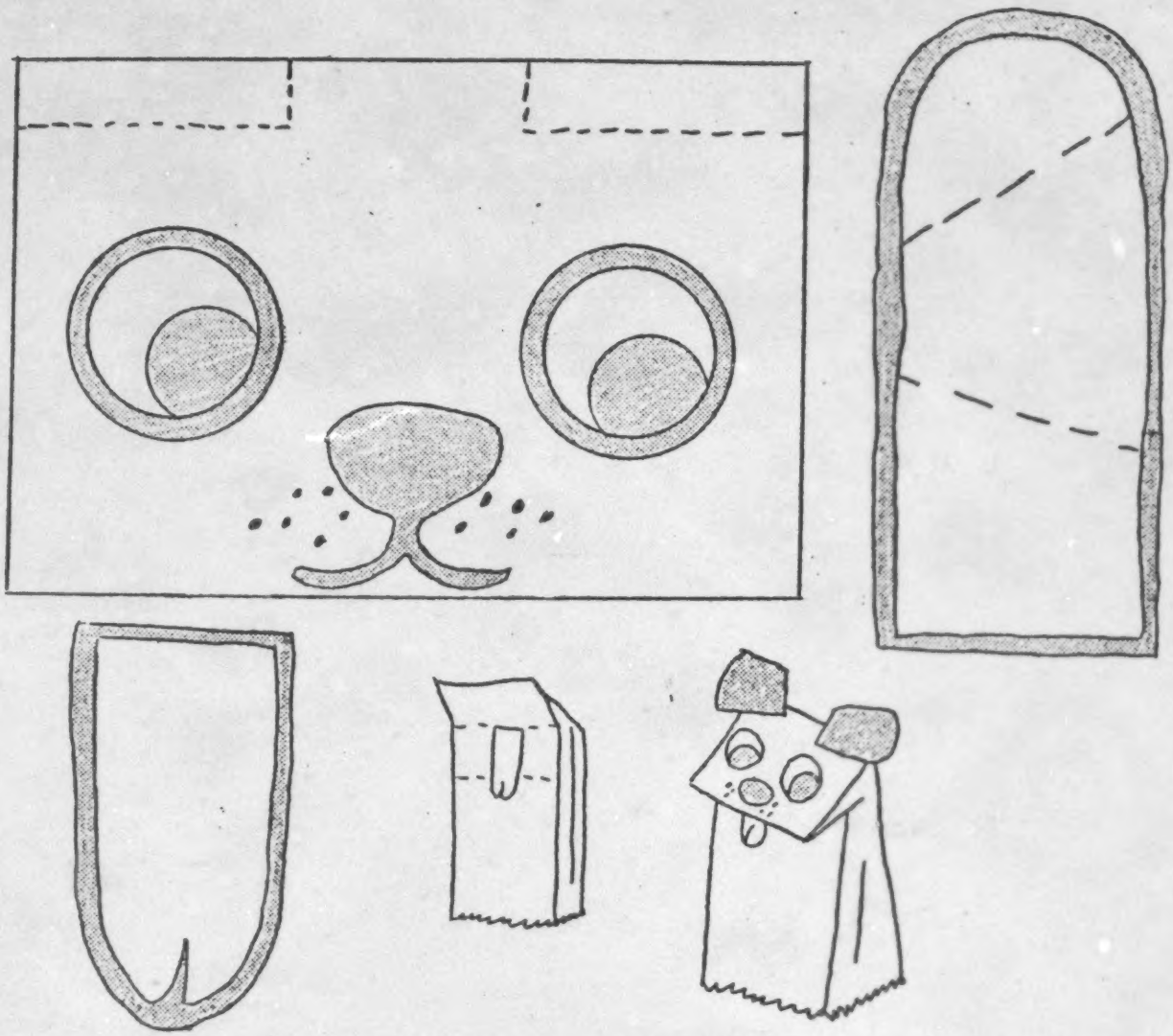
Goat - la cabra, (el chivo)

171

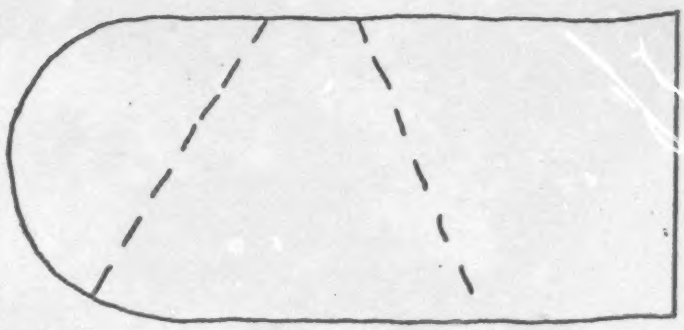
Goat - la cabra, (el chivo)



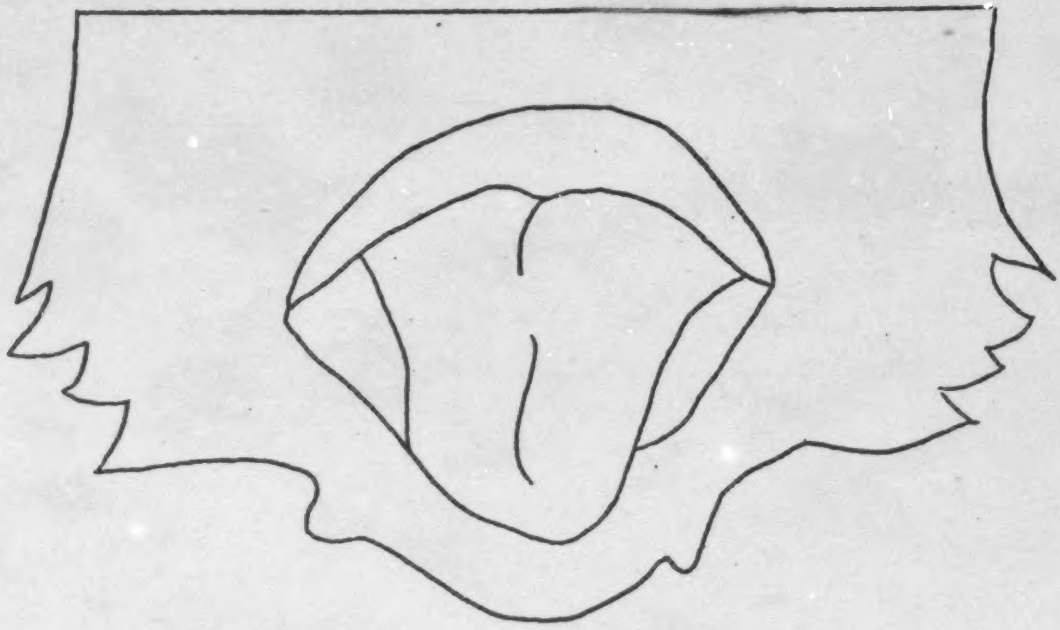
Cat - el gato



Using a #4 brown paper bag for the puppet face, draw in or cut out and paste on the eyes and nose. Draw in mouth and freckles. Cut two ears and glue onto face, reversing one and folding along dash lines. Cut out red tongue and paste onto inside of sack beginning at first crease line. Outline everything with black felt tip pen or dark crayon.



Dog - el perro



Dog - el perro

48. "Vengan a Ver Mi Granja" (song)

Ven - gan a ver mi granja que es her - mo_____ sa,
Ven - gan a ver mi cha-cra que es her - mo_____ sa,
El po - lli - to ha-ce a - sí (pío, pío, pío),
El po - lli - to ha-ce a - sí (pío, pío, pío). ¡O
Arin tin tin - a rin tin tin
Arin tin tin tin tan. (repeat)

SUBJECT - FOODS

OBJECTIVE

The children will learn to appreciate Mexican food.

ACTIVITY

1. Discuss: some of the foods eaten in Mexico such as tortillas and other corn products, frijoles, chile, fish on the coast, etc. Compare some of the foods of Mexico with those of other Latin American countries and with those of the United States.

2. Plan a visit to the "La Palma" tortilla factory to see the process of making tortillas with a machine.

3. Make tortillas in the class. Invite a mother to show children how.

4. Plan a visit to the Mexican Candy shop of Mr. Garcia, 3316 Hillcrest Road, El Sobrante. Here you can see the raw fruit from which he makes his candy, and where he packs it.

5. Plan to cook Mexican or South American food in class or have some of the mothers bring it to class for the various holidays and fiestas.

6. Have a tasting party of Mexican foods. Make food in class or have parents bring it.

MATERIALS

Film "Mexican Children" shows the process of making tortillas by hand.

SUBJECT - FOODS

OBJECTIVE

ACTIVITY

7. "Haciendo Galletas" (poem)

(Imagínese que está haciendo galletas y vá haciendo la mímica a medida que vá diciendo las líneas).

Masa para galletas estoy haciendo
y vueltas y vueltas la masa batiendo.

Échale harina con la taza
dale vuelta y vuelta a la masa.

Enróllala; córtala bien
y ponla en un sartén.

Horna las galletas; cuéntalas; uno, dos, tres.
Ahora sírvelas para mí y mi amigo Andrés.

"Making Cookies"

(Imagine that you are making cookies and act out the rhyme as you say it).

I am making cooky dough
Round and round the beaters go.

Add some flour from a cup
Stir and stir the batter up.

Roll them, cut them nice and neat;
Serve them to my friends for tea.

8. "Tortillitas" (poem)

Tortillitas de manteca
pa' mama que está contenta
Tortillitas de salvado
pa' papá que está enojado.

MATERIALS

SUBJECT - FOODS

OBJECTIVE

ACTIVITY

RECIPES

Quesadillas

24 Tortillas chicas
1 lb Queso "Kraft" o de bola
1 lb Jamon
Manteca o aceite para freir

El queso se retana en tajaditos delgados y el jamón se corta en ratanados chicas. Se toma cada tortilla y se le pone encima unas tajaditas de queso y unos pedocitos de jamon. Se doblan y se prenden con unos palillos para retener el relleno. Se frien en aceite procurando que la tortilla quede suave.

Dulce de Leche

Bring one quart of milk and one cup of sugar to a boil and then lower heat. Cook three hours, stirring occasionally. Test in cold water for a soft ball. Add cinnamon sticks and grated lemon rinds toward end of cooking. To prevent curdling, stir vigorously when removing it from the fire. Serve on soda crackers or bread. (For an easy substitute, you can boil a can of sweetened condensed milk in the can for three hours.

Buñuelos - 1 pound

1 lb flour
1 cup of sugar (white or brown or mixed)
1/4 lb lard
little salt

Mix ingredients, adding a little hot water at a time to spreading consistency. Then spread a little dough at a time as thin as possible over your knee. Spread all of the dough.

Prepare 2 cups of sugar mixed with cinnamon.

Deep fry the dough in hot oil until brown. Then dip in the sugar/cinnamon mixture.

MATERIALS

SUBJECT - FOODS

OBJECTIVE

ACTIVITY

RECIPES

Taquitos de Picadillo

12 tortillas
Manteca o aceite para freir
Sal y pimienta al gusto
Picadillo:

Carne molida .. 1 lb.
Cebolla.....1
Tomate 1

Se frie la carne y la cebolla. Se le agrega el tomate bien picadito. Sal y pimienta al gusto. Con este picadillo se rellenan las tortillas formando taquitos. Se frien en el aceite o manteca hasta que queden doraditos.

Mexican Chocolate

Makes 12

6 squares unsweetened chocolate
1/2 cup of sugar
1 T cinnamon
3 quarts milk
12 cinnamon sticks

Combine all ingredients in two 2-quart saucepans. Put over low heat until chocolate melts. Beat with beater until foamy, serve with sinnamon sticks.

MATERIALS

SUBJECT - FOODS

OBJECTIVE

ACTIVITY

RECIPES

Chilaquiles

12 Tortillas
1 bote mediano de Salsa de tomate
1/2 cucharita de Cayenne Pepper
1/4 lb. queso
Manteca o aceite para freir
Sal y pimienta al gusto

Se cortan las tortillas en tiras delgaditas. Se frien en el aceite bien calente hasta que queden doraditas. Se les agrega el tomate, el "cayenne pepper", la sal y la pimienta. Ya para servirse se le agrega el queso rallado.

Arroz con Leche

Leche	Sal
Azucar	Canela
Arroz	Limón
Agua	Yemas de huevo
Canela en polvo	Pasitas sin semilla

Se remoja el arroz en agua caliente por quince minutos, se escurse y se lava muy bien. Se calienta el agua y cuando vuelve a hervir se le pone la sal, la cascarilla de limón y el arroz. Cuando el agua se disipó y el arroz esta espaujado se agrega la leche y la canela. Se deja que hierva un poco y se le agrega la azucar. Se deja que espese un poco. Se retira del fuego y se le mezclan con cuidado las yamas ligeramente latidas junto con las pasitas. Se vuelve a poner el fuego a que espese. Se pone en un plato refractasco y se le pone la canela.

MATERIALS

SUBJECT - FOODS

OBJECTIVE

ACTIVITY

MATERIALS

RECIPES

Churros

Harina..... 4 tazas
Sal..... 1/2 cucharadita
Agua..... 5 tazas
Aceite..... para freir
Azucar..... al gusto

En una cazuela se pone el agua a hervir con la sal. Cuando está hirviendo fuerte se echa harina de un golpe, se saca de la lumbre y se bate hasta que la pasta haga hojos.

Se pone mucho aceite a calentar. La pasta de los churros que todavía estara calientita se mete en la jeringa y se sacan los churros directamente en el aceite, cortandose con unas tijeras. Se revuelcan en azucar granulada.

Sopes o Gorditas

1 lb. Masa Harina
Frijoles
Picadillo o pollo deshebrado 1 lb.
1 lechuga
1 Rabano
1/2 lb. queso
Manteca o aceite .. para freir

Con la Masa Harina preparada se forman unos sombreritos con un borde alrededor y se frien. Se rellenan con una capa de frijoles, el picadillo o el pollo deshebrado y el queso desmoronado. Al ultimo se coronan con los rabanos y la lechuga picada muy finita.

SUBJECT - FOODS

OBJECTIVE

ACTIVITY

RECIPES

Una receta para su niño (Yomi)

(Una receta para masa, buena para modelar y para comer)

1 taza de crema de cacahuate
1-1/2 tazas de leche en polvo
1 lata de betún (frosting) de chocolate

Mezcle los ingredientes en un tazón grande. Divida la maza en pequeñas bolitas y deje a sus niños modelarla en diferentes formas sobre papel encerado.

Por ejemplo: animales domesticos
gente o muñecas
Los Tres Ositos

A recipe for your child (Yummy)

(A recipe for an edible modeling food)

1 cup of peanut butter
1-1/2 cups of powdered milk
1 can of chocolate frosting

Mix in large bowl; divide into small "gobs" and have each child model his own design on wax paper.

Suggestions: farm animals
people or dolls
The Three Bears

MATERIALS

SUBJECT - FOODS

OBJECTIVE

ACTIVITY

RECIPES

Pumpkin Seeds (salted)

Save all the pumpkin seeds as the jack-o-lanterns are being scraped inside. Wash them (collander helpful) picking off the strings, then brown the seeds in about 2 tbsp. margarine or butter flavor oil, stirring constantly. Sprinkle generously with salt and eat.

Sautéed Bananas (Native or Imported)

Banana slices browned in 2 tbsp. margarine and sprinkled with sugar are delicious. If a native bunch is available, cut, hang in the classroom to watch them ripen, then cook them.

Dulce de Calabaza

1 small pumpkin
5 lbs. of sugar

Slice pumpkin, remove the seeds, and peel. Cut slices in squares. Soak in lye water over night. Dissolve sugar in a large pan of water, bring to a boil, when the sugar turns into syrup, turn stove down to low heat. Put pumpkin into syrup. Cook until crystal like. Remove from pan, place on wax paper to cool.

Chalupas

Teachers who like to have their children eat together occasionally, might plan for chalupas and a dessert of jello. Chalupas might be made the day the beans are cooked, or enough beans might be cooked for the two occasions.

tortillas, fried crisp and drained
mashed refried beans
lettuce and tomatoes cut fine.

MATERIALS

SUBJECT - FOODS

OBJECTIVE

ACTIVITY

RECIPES

Flour Tortillas

Flour tortillas can be made on another day to see the difference. Although many children see their mothers doing this, they themselves have never handled the dough. It enriches their vocabulary and provides a satisfying experience.

2 cups flour
1 tsp. baking powder
1 tbsp. shortening (cut into flour with 2 knives or pastry blender)
1/2 tsp. salt
1/2 cup lukewarm water

Add baking powder and salt to flour—cut in shortening until mixture resembles corn meal. Gradually add water then turn dough on a lightly floured surface, knead until a smooth ball is formed. Divide into 1" balls, cover and let rest for 10 minutes. Let the children flatten or roll the balls into a small tortilla. Brown on both sides on an ungreased electric skillet or griddle.

Tortillas Mexicanas

Masa Harina..... 2 cups
Water..... 1-1/4 cups

Combine the "Masa Harina" with the water. Blend well until it forms a paste. If necessary add a little bit more water. Form twelve small balls the size of a nut. Place them between two pieces of waxed paper and roll them out with a roller until you form a round tortilla. Cook on a griddle.

MATERIALS

SUBJECT - FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE

he children will celebrate he following Mexican Holidays:

'. Sept. 16 (1810)-Mexican Independence Day.

2. Oct. 12- Día de la Raza - Columbus Day.

3. Nov. 1- Día de los Santos
2- Día de los Muertos

. Dec.- Navidad (see resource book for more information)

Jan. 6- Epiphany. This is an important holiday for the children of Latin America. On Jan. 6, the Magi, Los Tres Reyes Magos bring gifts to the children. This day commemorates the day the Three Wisemen brought gifts to the baby Jesus. (Similar to how we celebrate Santa Claus bringing gifts to the children).

. May 5 - Cinco de mayo.

6. May 10- Mother's Day. In Mexico Mother's Day is celebrated on this day. In the United States Mother's Day is celebrated on the second Sunday of the month.

7. Birthdays

8. Heroes - Mexican

ACTIVITY

1. 16 de septiembre: Mexican Independence Day. On September 16, 1810, a parish priest, Father Hidalgo, rant the church bells in his village to call a handful of people to take up arms against the Spanish oppressor. This began the fight for independence from Spain. To this day, the same church bell hangs in the National Palace in Mexico City and is rung on the eve of September 16 by the President of the Republic. He also waves a flag from the balcony in order to remind the people of their struggle for freedom.

2. Make Mexican flags. (see attached page)

   Prepare strips of red, green and white construction paper cut up 8-1/2 x 11 into thirds. Prepare eagle on light brown paper. Cut out and paste on white part of flag.

3. Cut and paste church bells.

4. Make a Piñata.

5. Read story of Hidalgo

6. Let children share with class some of the experiences they have had with their families in celebrating the 16th of September.

7. Have the children relate activities and ways of celebrating the Fourth of July.

8. Plan a fiesta decorating the room with green, white and red streamers.

MATERIALS

Record - Mexican National Anthem
Record - U.S. National Anthem

(see attached story and copy)

green white red

eagle-brown
wreath and cactus-green with red pears
mound-yellow

FLAG OF MEXICO

STORY ABOUT FATHER HIDALGO

Long ago, in the village of Dolores, in México, there lived and worked a kind man who was loved by all the people of the village. In many ways he was wise and the people would listen to the things he had to say. He was called Father Hidalgo.

Father Hidalgo liked the people of the village very much. He did everything he could to help them. He saw that they worked very hard day after day. He also knew that the people who giverned México were harsh in their treatment to all Mexicans. Father Hidalgo felt the people should govern themselves rather than by someone from across the sea. He decided to try to do something for the people.

Father Hidalgo called the leaders of the village together and they began to talk about what they could do to become independent from Spain. Because the people trusted him they listened and agreed that what Father Hidalgo suggested was a good idea. Someone revealed what the people were planning to the Spanish officials. Because of this, Father Hidalgo had to act swiftly.

On the morning of the 16th of September, Father Hidalgo called all the people of the village together. He said to them, "My friends, I have called you together to ask you to join me in a fight for freedom. Are you willing to take up arms and free yourselves from the chains of your Spanish masters?" All the people felt that this was what they wanted to do. It was on that day that the Mexican War of Independence began. Led by Father Hidalgo the poor people soon had a large army that was willing to fight for freedom.

Although Father Hidalgo was captured by the Spanish his spirit was always a reminder to the people that freedom was a cause that people would always seek.

Today, when the people of México talk about heroes they never fail to mention Father Hidalgo, the man whose grito for freedom rang out over México.

SUBJECT - FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE

ACTIVITY

9. "Septiembre" (poem)

   Septiembre, el mexicano
   con gusto lo ve llegar
   ya que todas sus glorias
   le viene a recordar.

10. Teach dance La Raspa (see attached page)

MATERIALS

Record "Cantemos Niños" and "Colorful Folklore of Mexico"- Project Office.

Chorus: (Theme B)

Partners LINK RIGHT ELBOWS and do 8 SKIP STEPS around each other. Then reverse direction, LINKING LEFT ELBOWS, and do 8 SKIP STEPS around each other.
(Repeat the above, linking right then left elbows.)
THE MUSIC REPEATS THREE MORE TIMES AND YOU MAY SIMPLY USE THE SAME TWO STEPS FOR THE REMAINDER OF THE RECORD.

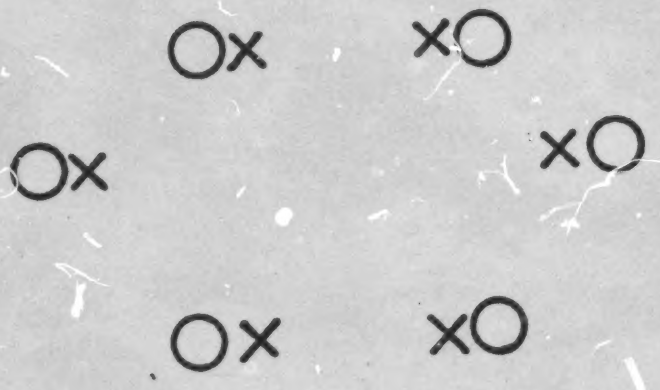
However, here are some variations you may wish to try for the Raspa Step:

1. On the jump, place the feet sideward instead of forward.
2. Or cross one foot in front of the other on the jump.
3. Partners drop hands, and when doing the jumps, turn the body so that first the left shoulders are toward each other, then right, then left.

VARIATIONS FOR THE CHORUS:
Do the right, left, right, left elbow swings as before, but on each change of elbow and direction the boy takes a new partner (moving counterclockwise around the circle to take the new partner), and on each group of 8 skips the partners make one complete circle around each other. The boy thus swings his partner and then three more girls in succession, taking the last girl as his new partner for the RASPA STEP that follows.

LA RASPA

Formation: Partners facing, hands joined, arms outstretched, in a double circle, men's back to the center.



Raspa Step: (Theme A in the music)

Count 1 - Jump in place to "stride" position, right foot forward, toes up.

Count 2 - Again jump in place, this time placing left foot forward, toes up.

Count 3 - Again jump in place, right foot forward.

Count 4 - Hold position - don't move!

(Repeat these steps but begin with the LEFT FOOT FORWARD this time)

(Repeat again but beginning with the RIGHT FOOT)

(Repeat again beginning with the LEFT FOOT)

(Repeat)

Cue Step: Count 1 ct 2 ct 3 ct4

Jump right, left, right, hold
Jump left, right, left, hold
Jump right, left, right, hold
Jump left, right, left, hold.

203

SUBJECT - FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE

ía de la Raza - October 12

ACTIVITY

1. Explain Día de la Raza.

2. "In 1492" (song)
(Tune- Rig-a-Jig, Jig)

En mil cuatrocientos noventa y dos
Cristobal Colón descubrio,
La tierra nueva el nos dió.
Jai-jo, Jai-jo, Jai-jo.

3. Read or tell story of the landing of Christopher Columbus, English and Spanish.

4. Story can be dramatized and short skit developed for room entertainment.

5. Have an art project using circles (half circles) and triangles to depict three ships.

MATERIALS

SUBJECT - FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE

Día de los Santos - Nov. 1

Día de los Muertos

ACTIVITY

All Souls Day or Día de los Muertos is a feast day which is celebrated in November. This is a very old custom that was started many hundreds of years ago by the ancient Indian. This is not a sad day. It is really a time when the people welcome back the souls of the dead and plan a day in which to feed them.

Before the actual feast day the women prepare special foods. A bread is baked called "Bread of the Dead". Tasty sugar cakes are made for the children. The foods are set out in special places.

This day is also well known for the toys which are made for the children. Hundred of small paper maché skulls, some with children's names on them are given away. Another toy which is popular is a small Jack-in-the-box coffin from which a skeleton pops out. There are also puppets which the children enjoy playing with.

This feast day, like others, is a happy time and everyone joins in on the fun.

1. Make puppets.

2. Make "Bread of the Dead"

MATERIALS

Sunset Magazine, November 1972.

SUBJECT - FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE

avidad:

Posadas
Día de Los Reyes Magos

ACTIVITY

Las Posadas, December 16 - 24

In Mexico, Las Posadas are celebrated nine days before Christmas to commemorate the journey of Mary and Joseph from Nazareth to Bethlehem, searching for posadas (lodging) each night. The posadas are carried out from December 16-24 with a gay fiesta which is climaxed by breaking the piñata. The piñata, a hollow figure made of paper in the form of a star, flower, animal or toy, is filled with fruits, candies and small presents.

The posadas take place in the form of a group of people that form a procession with lighted candles as they parade down the street. At the head of the procession are two children carrying a small reproduction of Mary and Joseph. As the procession goes from house to house, they ask for lodging. Las Posadas are usually sung with a group asking for lodging and a group refusing.

When the kind innkeeper is finally found and the door is opened, the group is welcomed inside the house. Then comes the Mexican tradition of breaking the piñata. The children are blindfolded and spun around one at a time. They swing at the piñata as someone pulls a string to keep them from hitting it. When one is successful, all the children scramble for the goodies which fall out of the piñata.

1. Make a Piñata. (see attached page)

2. Sing: While marching around piñata.

   La piñata tiene cola, tiene cola
   colacaciones de a monton.
   La piñata tiene dulces, tiene dulces
   dulcecitos de a monton.

MATERIALS

Records - "Canciones de Navidad" and "Regalos Navideños" - Project Office.

"Las Posadas"- Book (Project Office

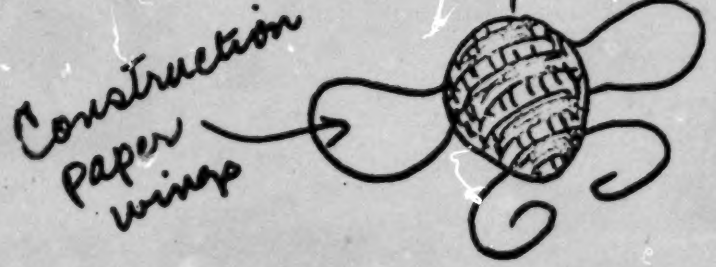
Small beautiful picture book of little Mexican children celebrating Christmas. Artist is Nick de Grazia.

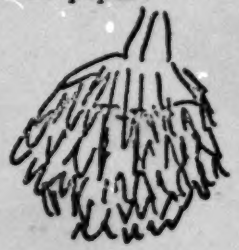
PIÑATA DIRECTIONS:

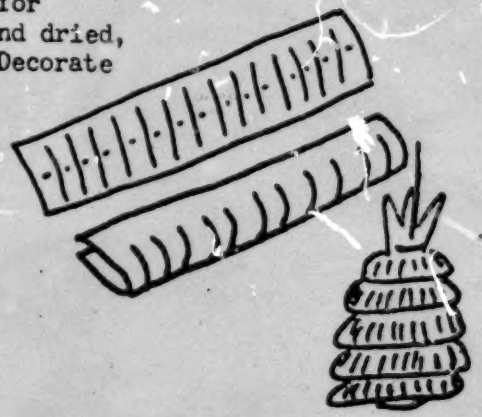
Paper mache (this takes quite a while - maybe one week to dry)

Materials: Newspaper or tissue paper, starch (liquid) balloon, scissors.

Procedure: Blow up balloon, put it in a [illegible] or rim to keep it from shifting. Cover it with about 2 thicknesses of newspaper or tissue paper dipped in starch. Leave a small area by the tied end for putting in candy, etc. When it's hardened and dried, punch a hole in it and remove the balloon. Decorate with paint or cut tissue paper.





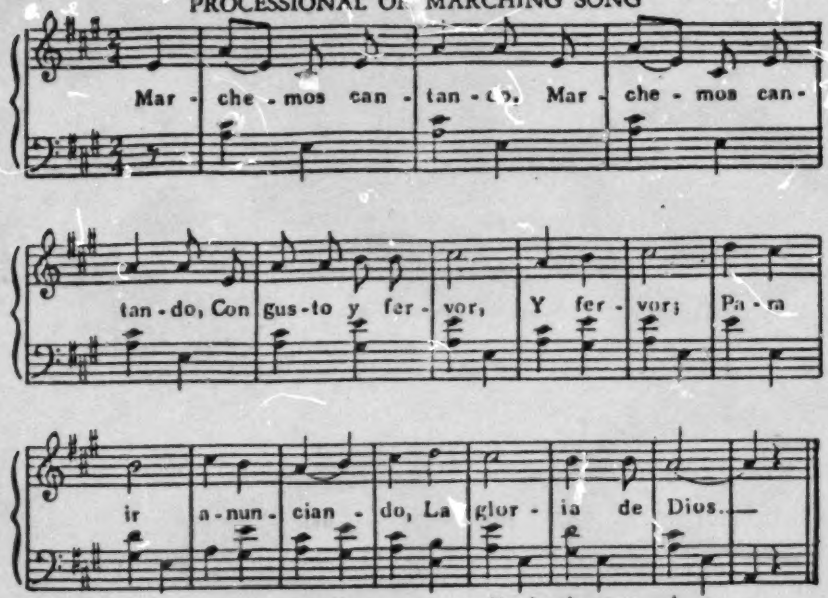


SUBJECT - FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE	ACTIVITY	MATERIALS
	3. Sing: To break the piñata. Dale, dale, dale en el camino.	Record - "Cantemos Niños" Project Office
	4. "One Luminaria for Antonio" (book) A little boy gets a candle to burn outside his house for the Christmas child.	Project office, book.
	5. "Poinsettia" (book) Art of great beauty and color by Leo Politi illustrates this extra ordinary large book of holiday celebrations in Los Angeles. It includes the Poinsettia Christmas legend, The Pastores, The Posada, Olvera Street activities. For all ages.	Project Office, book.
	6. Song of "Las Posadas" (see attached page)	
	7. "Noche de Paz" (song) (Silent Night) Noche de paz, noche de amor. Todos duermen al rededor Entre los astros que esparcen su luz, Van anunciando al Niñito Jesus, Brilla la estrella de paz, Brilla la estrella de paz.	

Las Posadas

PROCESSIONAL OR MARCHING SONG



Marchemos cantando,
Marchemos cantando,
Con gusto y fervor, y fervor;
Para ir anunciando
La gloria de Dios.

Singing let us march,
Singing let us march,
With joy and fervor, and fervor;
To go proclaiming
The glory of God.

SUBJECT - FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE	ACTIVITY	MATERIALS
	7. Paper bag puppets. Stuff bag with balled up newspaper and candies. Tie shut and decorate.	Paper bag, scissors, tissue or crepe or construction paper, glue or paste.
	8. "Bastones" Children can make by decorating. Winding crepe paper streamers around tree branch, straight and without leaves. Children carry when marching around piñata.	
	9. Tin foil antiqued wall hangings. Cut relief designs out of cardboard and mount on larger piece of cardboard with glue. Crinkle tin foil piece and smooth out over cardboard. Rub design with India Ink for antique effect.	Cardboard, India Ink, glue, tinfoil and scissors.
	10. Yarn designs on boxes, jars, cans, etc. Put glue on object to be covered and put layers of yarn touching each other in a design.	Yarn of different colors, glue, box or jar, scissors.
	11. Christmas tree or design with tissue paper. Cut out shape from manila paper, tear pieces of tissue and twist around end of pencil, dip into paste and stick.	Manila paper, tissue paper, squares, glue.
	12. Tissue lamination. Cut or tear pieces of colored tissue, apply smoothly with starch and brush on paper.	Liquid starch, white art paper, brush, scissors.
	13. Burlap wall hangings, place mats, etc. Pull strings out of material to make a design.	Piece of burlap, scissors.

SUBJECT - FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE

ACTIVITY

14. Batik - Wall hangings, scarves, pillow, etc.

    Pain wax design on sheet, wrinkle slightly and run under cold water. Soak in dye in larger container, take out when sufficiently dyed and rinse out excess dye. Hang to dry. Iron when dry with newspapers to absorb wax — repeat process if you want to add to design.

15. Candle-making.

    Check a book for specific directions - candles vary.

16. "La Piñata" (song) (see attached page)

17. "Outside The Inn Asking For Shelter" (song) (see attached page)

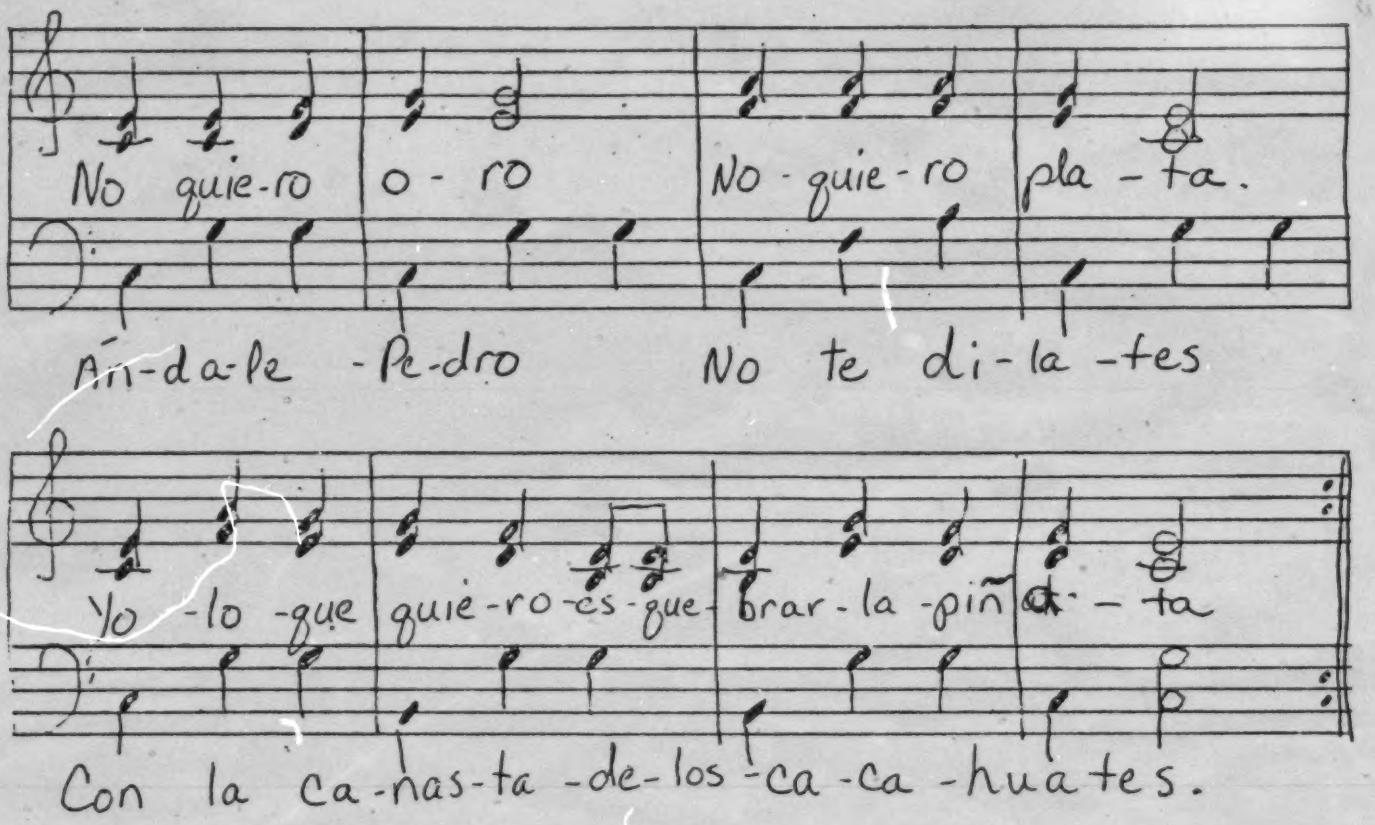
18. "Answer From Inside" (song) (see attached page)

MATERIALS

Sheet cut up, brush, melted hot wax, hot plate, Rit dye, iron.

Wax, crayons for color, hot plate coffee cans, cans, cartons, wick (at hobby store)- sand in a shoe box for sand casting.

LA PIÑATA


No quie-ro o - ro No - quie - ro pla - ta.
Án-da-le - Pe-dro No te di-la -tes
Yo -lo -que quié-ro-es-que-brar-la -piñ - ta
Con la ca-nas-ta -de-los -ca -ca -hua tes.

LA PIÑATA

(words in English)

We don't want silver,
We don't want gold,
We want the goodies,
Piñata will hold.

Hurry up Peter,
Put on the blindfold.
We want the goodies,
Piñata will hold.

OUTSIDE THE INN ASKING FOR SHELTER

1. ¿Quién les da po - sa - da
2. Ve - ni-mos ren - di - dos
3. En nom-bre del cie - lo
a es-tos pe - re - gri - nos que vie-
des - de Na - za - ret yo soy
os pi - do po - sa - da pues no
nen can - sa - dos de an - dar los ca
car - pin - te - ro de nom-bre Jo -
pue - de an dar ya mi es - po - sa a -
mi - nos?
sé
ma - da.

¿Quién les da posada
a estos peregrinos
que vienen cansados
de andar los caminos?

Venimos rendidos
desde Nazaret;
yo soy carpintero
de nombre José.

Who will give shelter
To these pilgrims
Who come tired
Of walking the roads?

We come exhausted
From Nazareth;
I am a carpenter
By the name of Joseph.

En nombre del cielo
os pido posada
pues no puede andar
ya mi esposa amada.*

In the name of heaven
I beg shelter
Because she is not able to walk
Any longer, my beloved wife.

ANSWER FROM INSIDE

Por más que digáis
que venís rendidos
no damos posada
a desconocidos.

Although you may say
That you come exhausted
We don't give shelter
To unknown ones.

No me importa su nombre;
déjenme dormir
pues que ya les digo
que no hemos de abrir.

Your name doesn't matter to me;
Let me sleep
Because I'm telling you now
That we're not going to open.

Posada os damos
con mucha alegría;
entra José justo;
entra con María.

Shelter we give you
With much joy;
Come in Joseph, the Just,
Come in with Mary.

SUBJECT- FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE

ACTIVITY

19. "El Día de Los Reyes Magos"

El día 6 de enero, los mexicanos celebran "El Día de los Reyes Magos". Este fue el día en que los tres Reyes Magos llegaron al pesebre y encontraron al niño Jesús. Como regalos le ofrecieron oro, incenso y mirra.

Hoy en día los mexicanos celebran el 6 de enero como día festivo. Las escuelas permanecen cerradas este día pues es precisamente cuando tanto los niños como los adultos intercambian sus regalos (Esto se lleva a cabo con más frecuencia en la parte central y sureña de México). También las familias lo celebran con fiesta invitando a sus amistades a cenar. Algunas comidas típicas son buñuelos (es como una tortilla de harina dulce que se dora en manteca. Se saca del sartén y se rocea con canela en polvo y azucar y ya están listas para llevarse a la boca.)

20. Make buñuelos.

MATERIALS

SUBJECT - FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE

5 de mayo

May 5, 1862, Mexico triumphed over the French forces in the Battle of Puebla.

ACTIVITY

1. Make tortillas.
2. Make ponchos out of butcher paper or old sheets.
3. Discuss Benito Juarez - First Indian President of Mexico.
4. Distribute copies of picture of Benito Juarez. Discuss and color.
5. Contact Morning Glory Theatre for assembly. (Puppet show on Mayan and Aztec play.)
6. Contact Ballet Folklorico or Aztlán Folklorico group for school assembly.
7. Have a pot luck luncheon for the parents.
8. Learn dances. Chiapanecas or Chihuahua. (see attached pages.)

MATERIALS

CHIAPANECAS

(Clap Hands Dance)

Starting position: Couples in large double circle facing counter-clockwise, inside hands joined, girls on outside holding skirts wide with outside hand.

Introduction - Sway in place.

Step 1 Balance forward onto outside foot;
Balance back onto inside foot;
Balance forward onto outside foot;
Clap! Clap! And turn to face opposite direction (Clockwise)
Repeat above step, ending by turning to face partner and joining hands.

Step 2 Balance away from partner;
Balance toward partner;
Balance away from partner;
Clap! Clap! (own hands)

FIGURE II

(Bowed violin solo)
Slide Across Step

All stand and face front.

With 4 side-steps (side, close; side, close; side, close; side, close) partners change places, girls passing in front of boys and turning head to look at partners.

With 4 side-steps, return to place in same manner, moving in opposite direction.

Repeat.

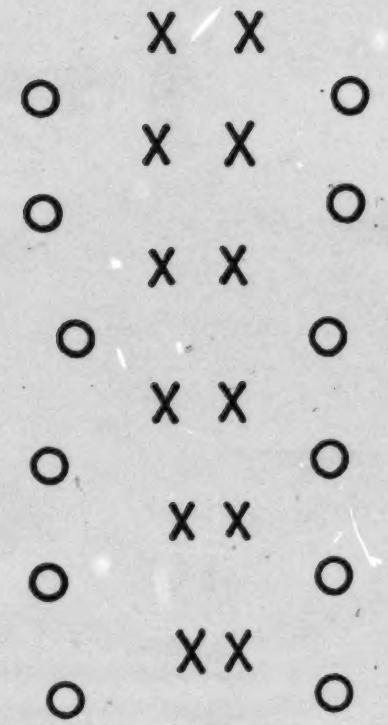


FIGURE III

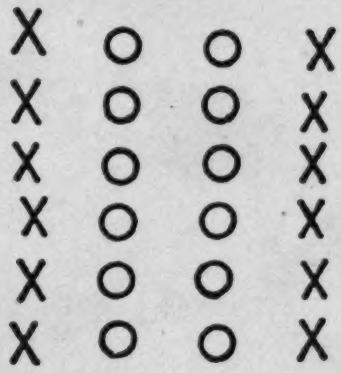
(Plucked violin solo)
Chorus Skip

All skip in place, facing partner

All skip in place, facing back

All skip in place, facing away from partner

All skip in place, facing front



CHIHUAHUA

Formation: Four lines of dancers, the outside columns composed of boys; the inside columns, girls. 6 to 8 in each line, and dancers several feet apart in all directions. Partners are facing at the beginning; girls' hands are handling their full skirts, boys' hands are clasped behind their backs.

DESCRIPTION:

FIGURE I

(Plucked violin solo)
Girl, The Boy Skip

Girls only dance; boys kneel on

L Knee, hands on hips, facing partner.

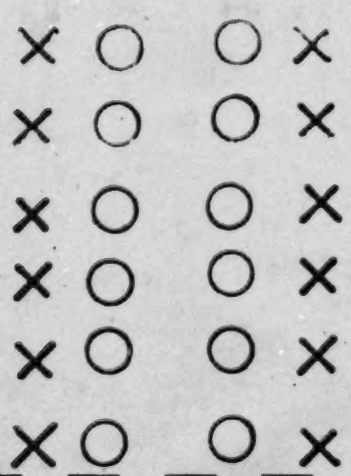
8 Skips in place, facing partner

8 Skips in place, facing back of room

8 Skips in place, facing away from partner

8 Skips in place, facing front of room

REPEAT above, this time boys skipping, girls kneeling.



SUBJECT - FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE

May 10 - Mother's Day

ACTIVITY

1. The children could make small clay pots to be painted and glazed for their mothers.
2. Cover bottles with cut tissue paper and starch. Shellac when dry.
3. Hand prints in clay.
4. Make silhouettes of heads of children. Shine light and trace around and cut (on black paper).
5. Make Mother's day cards.
6. Learn poems on mothers.

MATERIALS

See Spanish Family unit.

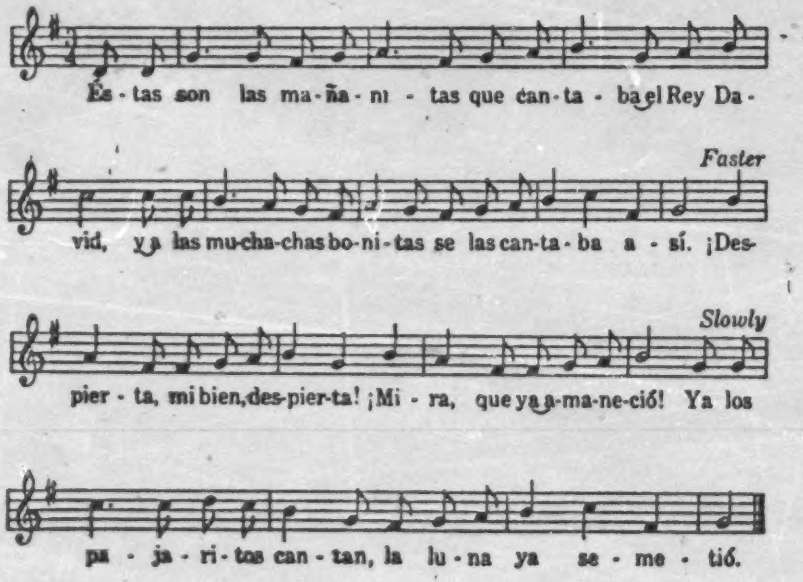
SUBJECT - FIESTAS, DANCES, HOLIDAYS, BIRTHDAYS

OBJECTIVE

BIRTHDAYS

ACTIVITY

1. "Las Mañanitas" (song)


És - tas son las ma - ña - ni - tas que can - ta - ba el Rey Da -
Faster
vid, ya las mu-cha-chas bo-ni - tas se las can-ta - ba a - sí. ¡Des-
Slowly
pier - ta, mi bien, des-pier-ta! ¡Mi - ra, que ya a-ma-ne-ció! Ya los
pa - ja - ri - tos can - tan, la lu - na ya se - me - tió.

MATERIALS

SUBJECT - MICSELLANEOUS SONGS

OBJECTIVE

ACTIVITY

Hablan Los Niños, pages 177 - 191.

1. "El Patio de Mi Casa" (song) (see attached page)
2. "¡Qué Bonita Manita! (song) (see attached page)
3. "El Chorrito" (song) (see attached page)
4. "Guantanamera" (song)

Chorus —
Guantanamera — guajira
Guantanamera
Guantanamera — guajira
Guantanamera

(Repeat two times)

Yo soy un hombre sincero
de donde crece la palma.

Yo soy un hombre sincero
de donde crece la palma.

Antes de morir yo quiero
Decirles cantos del alma.

(Repeat chorus)

5. "El Toro Pinto"

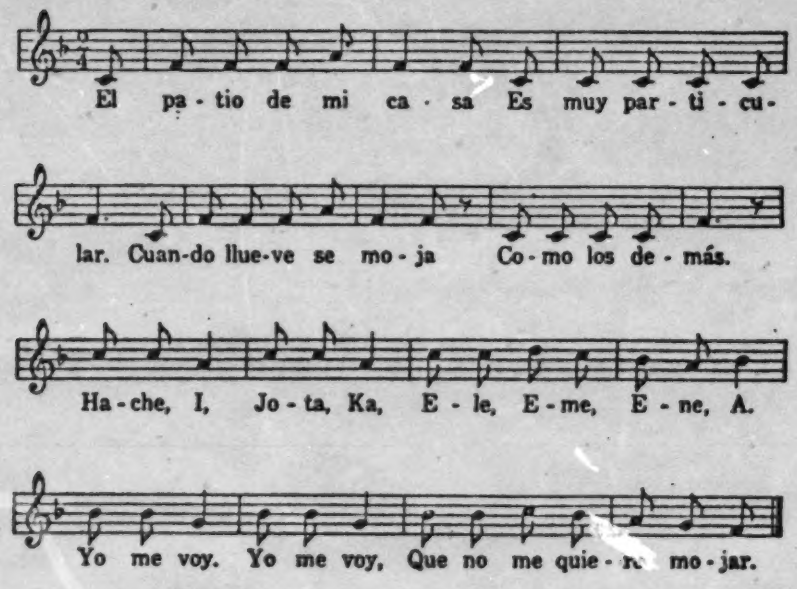
Songs in Spanish for Children. Colorful illustrations, melodies with chords for Arroz Con Leche; A Cantar a Una Niña (Puerto Rico); Señora Santa Ana; Miren Cuantas Luces (Mexico); El Toro Pinto (Costa Rica); etc. English translations at back of book.

MATERIALS

Hablan Los Niños

Book, "El Toro Pinto" - Project Office

El patio de mi casa


El pa - tio de mi ca - sa Es muy par - ti - cu -
lar. Cuan-do llue-ve se mo - ja Co - mo los de - más.
Ha - che, I, Jo - ta, Ka, E - le, E - me, E - ne, A.
Yo me voy. Yo me voy, Que no me quie - ro mo - jar.

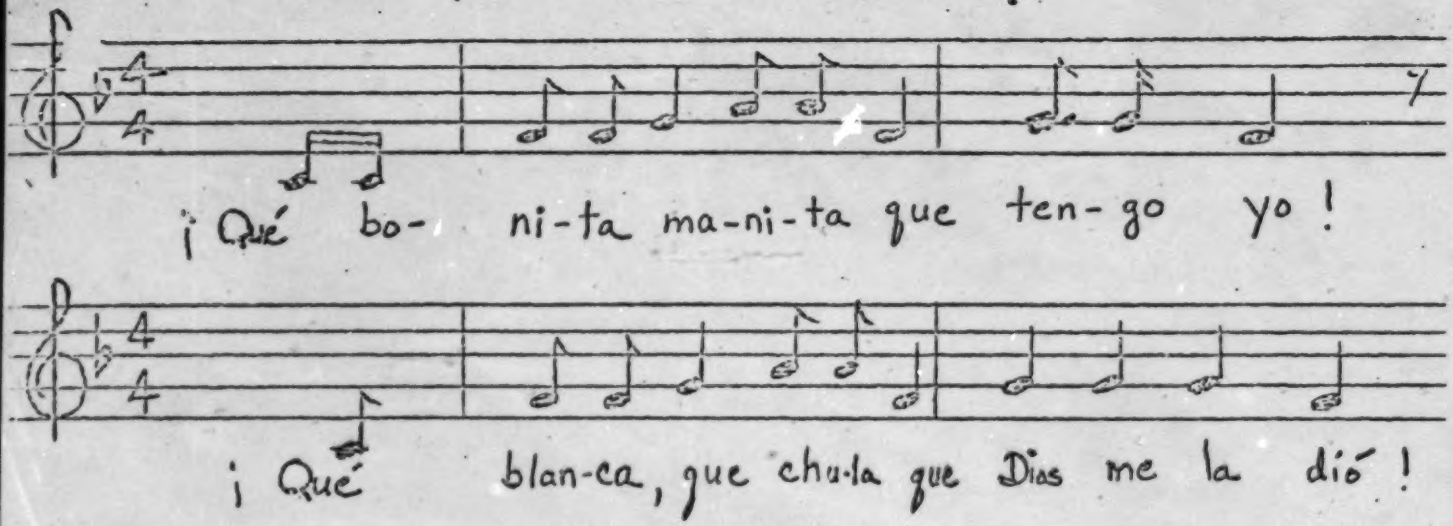
El patio de mi casa
es muy particular.
Cuando llueve se moja
Como los demás.
Hache, I, Jota, Ka,
Ele, Eme, Ene, A.
Yo me voy. Yo me voy,
Que no me quiero mojar.

The patio of my house
Is a very special place.
When it rains, it gets wet,
Just like all the rest.
H, I, J, K,
L, M, N, A.
I'm going away. I'm going away,
Because I don't want to get wet.

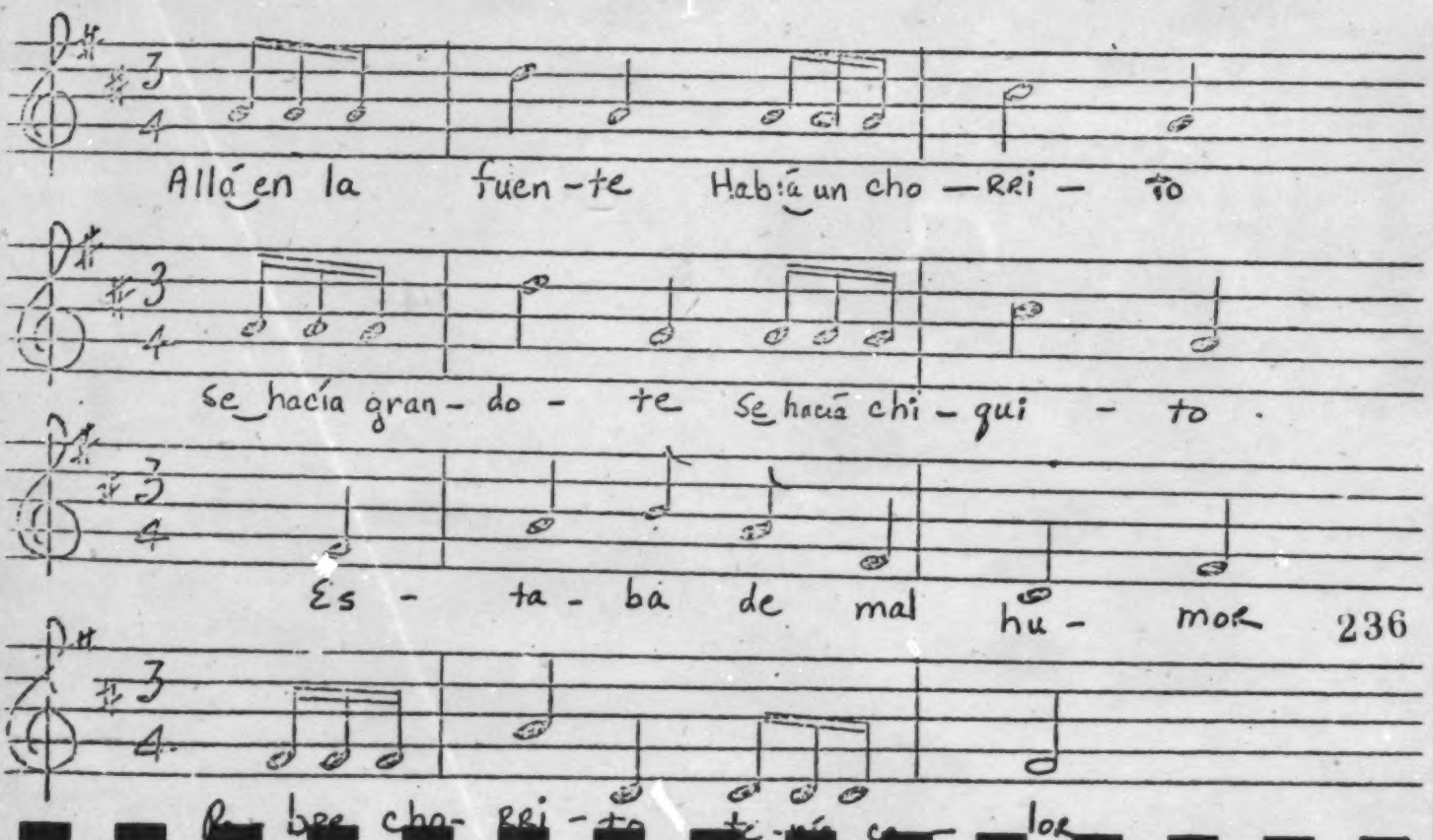
Sometimes this song is more easily taught by beginning in the middle. Explain that *A* is not after *N* in the Spanish alphabet either, but was placed there in the song for the sake of the rhyme. *Patio:* two syllables only. A good *oo* in particular, and a clear English *y* sound at the beginning of *ll*ueve with the rest of the word rhyming with *nueve* should be stressed. These are spots to listen for as the children sing it back the first time. Although the story line of the song is interrupted by the letters of the alphabet, the boys and girls enjoy singing it with hand motions to illustrate the roof of *mi casa*, the falling rain, and the scurrying to get away before getting wet.

This song is not mentioned in the Lesson Plans, but it is the only one of the songs in Book One that is not reviewed. Some pupils who have had Spanish in Grade III may remember it and ask for it, so we have included it also. It will go very well with *El patio*, page 42 of the Experience Story, *El Rancho del Valle Verde*.

2. ¡Qué Bonita Manita!



3. El Chorrito



SUBJECT- MISCELLANEOUS SONGS

OBJECTIVE

ACTIVITY

6. "El Barco Chiquito" (song) (see attached page)

7. "La Feria de Atitlán" (song)
(see attached page for words and music)

8. "Fray Jacobo" (song)

Fray Jacobo
Fray Jacobo
¿Duermes tú?
¿Duermes tú?
Suena la campana
que ya es de mañana.
Din, dan, don,
Din, dan, don.

9. "Fray Felipe" (song)

Fray Felipe,
Fray Felipe,
¿Duermes tú?
¿Duermes tú?
Toca la campana,
Toca la campana,
Tan, tan, tan,
Tan, tan, tan.

MATERIALS

El Barco Chiquito — The Little Boat

:S:
Ha-bía una vez un bar-co muy chi-qui-to. Ha-bía u-na vez un
-ción no les pa- re- ce lar-ga, si la can- ción no
bar-co muy chi- qui- to. Ha-bía u-na vez, un bar-co muy chi-qui-to___,
les pa-re- ce lar-ga, si la can- ción no les pa-re- ce lar-ga___,
2nd time to B and end (fine)
___, y no po-día___ y no po- dí-a___ no po- dí-a ca- mi- nar. Pa-sa-ron
vol-ve re-mos vol-ve- re-mos vol-ve-re-mos a em-pe-zar. Ha-bía
una
un-na dos tres cua-tro cin-co seis sie-te se-ma- nas__. Pa-sa-ron u-na dos
tres
cua-tro cin-co seis sie-te se- ma-nas___, Pa-sa-ron u-na dos tres cuatro
cinco
seis sie-te se-ma-nas___ y los vi-ve-res y los vi-ve-res em-pe—
FINE
:S:
za-ron a es ca- sear a es- ca- sear. si la can-

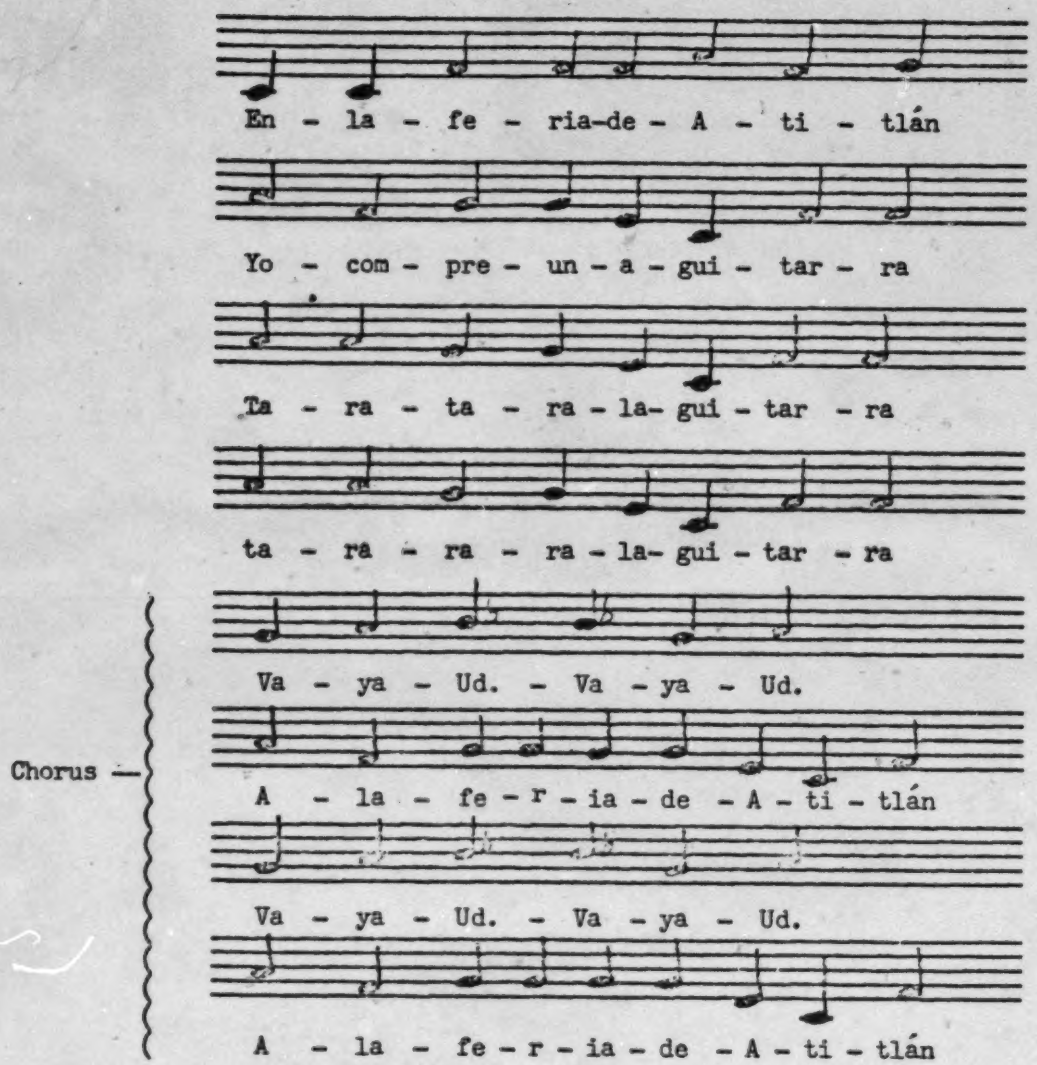
(continued)

b. El Barco Chiquito (Continued) The Little Boat

Once upon a time there was a very little boat (3 times)
And it just couldn't move; it couldn't even float.
The weeks passed by: one, two, three, four, five, six, seven,
And, alack, the food began to fail. (three times)

Now, if this song
Doesn't seem too long,
We'll just start over again.

LA FERIA DE ATITLÁN


En - la - fe - ria-de - A - ti - tlán
Yo - com - pre - un - a - gui - tar - ra
Ta - ra - ta - ra - la- gui - tar - ra
ta - ra - ra - ra - la- gui - tar - ra
Va - ya - Ud. - Va - ya - Ud.
Chorus
A - la - fe - r - ia - de - A - ti - tlán
Va - ya - Ud. - Va - ya - Ud.
A - la - fe - r - ia - de - A - ti - tlán

En la feria de Atitlán
Yo compré un clarinete
Nete, nete clarinete
Tara, tara la guitarra
(repeat chorus)

En la feria de Atitlán
Yo compré una trompeta
Peta, peta la trompeta
Nete, nete clarinete
Tara, tara la guitarra
(repeat chorus)

En la feria de Atitlán
Yo compré un violín
Trin, trin violín
peta, peta la trompeta
nete, nete clarinete
tara, tara la guitarra
(repeat chorus)

SUBJECT- MISCELLANEOUS SONGS

OBJECTIVE

ACTIVITY

10. "Yo He Visto un Niñito" (song)
(Tune- Did You Ever See A Lassie)

Yo he visto un niñito, niñito, niñito
(manos en cintura-mecerse)
Yo he visto un niñito que hace así
(acción)
Así (primer acción) y así (segunda acción)
Así (primer acción) y así (segunda acción)
Yo he visto un niñito que hace así (acción)

Nota: The teacher will determine what the actions will be.
—Las acciones son determinadas por la maestra.

11. "Adiós, Niños" (song)
(Tune-Good Night Ladies)

Adiós, niños; adiós niños;
Adiós, niños
Que vayan con Dios.

12. "Este es el Modo" (song)
(Tune-Mulberry Bush)

Así nos lavamos las manos
Lavamos las manos, lavamos las manos
Muy tempranito,
—— lavamos los dientes
—— peinamos el pelo

MATERIALS

SUBJECT - MISCELLANEOUS SONGS

OBJECTIVE

ACTIVITY

13. "La Raspa" (song)
(The Slide)

Resbale así su pie;
Uno, dos y tres
Y ahora el otro pie,
Uno, dos y tres.
(repeat)

A la derecha, a la derecha,
A la derecha, a la derecha,
A la izquierda, a la izquierda,
A la izquierda, a la izquierda.

14. "If You're Happy" (song)

Si estás contento y lo sabes,
Haz así (pla, pla, pla);
Si estas contento y lo sabes,
Haz así (pla, pla, pla);
Si estás contento y lo sabes,
tu cara lo enseñara,
Si estás contento y lo sabes,
Todo el mundo lo sabra,
Si estás contento y lo sabes,
Haz así (pla, pla, pla).

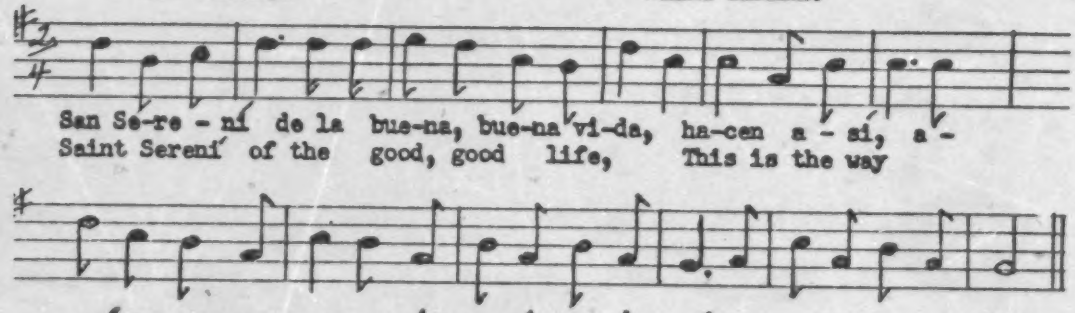
15. "San Serení" (song) (see attached page)

16. "Cielito Lindo" (song) (see attached page)

17. "La Bamba" (song) (see attached page)

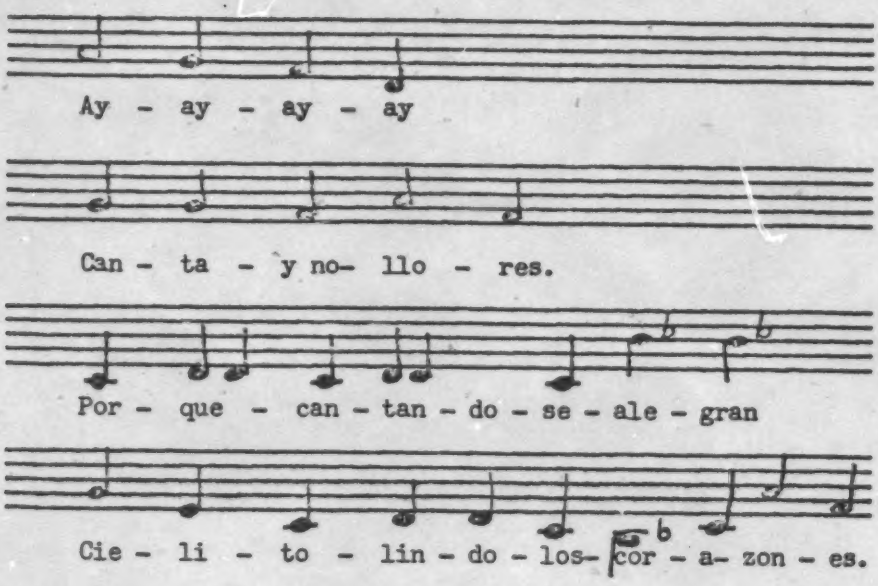
MATERIALS

SAN SERENÍ: SAINT SERENÍ:


San Se-re - ní de la bue-na, bue-na vi-da, ha-cen a - sí, a -
Saint Serení of the good, good life, This is the way
sí los za-pa-te-ros a-sí, a- sí, a-sí, a-sí me gus -ta a mí.
This is the way the shoemakers make shoes, And this is the way I like it.

This is a singing game. San Serení, the leader, demonstrates with appropriate gestures the action of the shoemakers, while the other participants imitate him on the words, "así, así, así." This is repeated for carpinteros (carpenters), lavanderas (washerwomen), planchadoras (ironers), costureras (dressmakers), campaneros (bell ringers).

CIELITO LINDO



LA BAMBA

¡Para bailar la bamba, para bailar la bamba, para bailar la bamba
se necesita una poca de gracia y otra cosita! Bamba, bamba, bamba,
bamba, bamba, bamba, bamba, bamba.
¡Para bailar la bamba, para bailar la bamba, para bailar la bamba
se necesita una poca de gracia y otra cosita!
¡Ay arriba y arriba y arriba iré! Yo no soy marinero, por tí seré.
Bamba, Bamba.....

Una vez que te dije, una vez que te dije, una vez que te dije
que fuiste hermosa, se te puso la cara color de rosa.
¡Ay arriba y arriba! ¡Y arriba iré! Yo no soy marinero, por tí seré.
Bamba, Bamba.....

¡Ay, te pido, te pido! ¡Ay te pido, te pido! ¡Ay te pido, te pido
de compasión que se acabe la bamba y venga otro son!
¡Ay arriba y arriba y arriba iré!
Yo no soy marinero, por tí seré.

Bamba, bamba, bamba, bamba,
Bamba, bamba, bamba.....

SUBJECT - MISCELLANEOUS SONGS

OBJECTIVE

ACTIVITY

18."El Rancho Grande"

Alla en el rancho grande
Alla donde vivia
Habia una rancherita
que alegre me decia
que alegre me decia.
Te voy a hacer tus calzones.
Como los que usa el ranchero.
Te los comienzo de lana.
Te los acabo de cuero.

MATERIALS

SUBJECT-APPENDIX _ NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD

OBJECTIVE

Nursery Rhymes

ACTIVITY

1. "Huevo, Huevito"
(Humpty Dumpty)

Huevo, Huevito, muy sentadito
en la alta cerca;
Huevo, Huevito, te vas a caer.

Todos los caballos
y hombres del rey
nunca, nunca te podrán componer.

2. "Muchachito Dormilón"
(Wee Willie Winkie)

Muchachito Dormilón
la villa recorría
en su camisón,
arriba, abajo, noche y día.

Sonando en las ventanas,
gritando en el candado:
— ¿Están los chicos en sus camas?
¡Pues las ocho han dado!

3. "Pesito, pesito, pesito"
(Hickory, Dickory, Dock)

¡Pesito, pesito, pesito!
Al reloj subió un ratoncito.
¡La una recio sonó!
¡Tin!
El ratón se bajó.
¡Pesito, pesito, pesito!

MATERIALS

SUBJECT- APPENDIX -NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD

OBJECTIVE

ursery rhymes, cont'd

ACTIVITY

4. "La Ranita"

Cantando una rana la noche pasó.
Un rayo de luna al agua llegó.
La rana a la luna alegre canto.
Y la bella luna más luz le mandó.

5. "Tengo Una Pelota"

Tengo una pelota
que salta y bota,
¡Qué bonita es!
¡Tírala otra vez!

A ball is tossed from one pupil to another, each pupil reciting one line. The last one may throw the ball overhand.

6. "Había una ancianita"
(There Was an Old Woman)

Había una ancianita
y en una chancla vivía.

Tenía tantas criaturas
que ya loca se volvía.

Los alimentaba con frijolitos,
mantequilla y panecitos.

Para dormir los arrullaba,
y en sus camitas los acostaba.

MATERIALS

SUBJECT_ APPENDIX- NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD

OBJECTIVE

ursery rhymes, cont'd

ACTIVITY

7. Rima para escoger.

Pin marín
de don Pingüé
cucara, mácara
Pípiri fue.

8. "Tecolote"
(Poor Little Owl)

Tecolote,
tienes hambre, pajarito
cu cu cu.
Te-cu tu-cu cu-cu
te-cu tu-cu cu-cu.
Pobrecito pajarito,
tienes hambre, tecolotito.
Cu cu cu.

9. "Las hojitas"

Las hojitas, las hojitas de los árboles se caen,
viene el viento y las levanta,
y se ponen a bailar.
Tra-la-la-la-la-la-la.

10. "Al subir una montaña"

Al subir una montaña
una pulga me picó.
La cogí de la nariz
y se me escapó.

MATERIALS

SUBJECT - APPENDIX, NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD.

OBJECTIVE

Nursery rhymes, cont'd.

ACTIVITY

11. "Sana, sana"

Sana, sana,
colita de rana
si no sanas hoy
sanas mañana.

This rhyme is used to "cure" any injury. Children recite it while rubbing injured spot.

12. "Diez gallinitas"

Cinco huevitos
y cinco huevitos
son diez.

La gallina se pone
sobre de ellos
otra vez.

Pío, pío, pío.

¿Qué ves?

Diez pollitos
Esta vez.

13. "Mariquita, Mariquita"
(Little Miss Muffet)

Mariquita, Mariquita
se sentó en un sillón,
comiendo sopa y requesón.

De pronto una araña
se dejó ver.
Espantó a Mariquita y la hizo correr.

MATERIALS

SUBJECT -APPENDIX- NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD.

OBJECTIVE

Nursery rhymes, cont'd.

ACTIVITY

14. "Paco, sé listo"
(Jack Be Nimble)

Paco, ¡sé listo!
Paco, ¡se listo!
Paco, ¡brinca sobre el candelero!
Paco, ¡brinco y se quemo!

15. "Gatito, Gatito"
(Pussy Cat, Pussy Cat)

Gatito, Gatito,
¿dónde has estado?
—Fui a un pueblito
y la reina he visitado.

Gatito, Gatito,
¿qué hiciste allí?
—Engañe a un ratoncito,
y me lo comí.

16. "Tres hombres en una tina"
(Rub-A-Dub-Dub)

¡Frote, lave, lave, frote!
Tres hombres en una tina.
¿Qué, tú no los conoces?
El carnicero, el candilero,
y el panadero.
A contarlos:
¡uno, dos, tres!

MATERIALS

SUBJECT-APPENDIX -NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD.

OBJECTIVE

ACTIVITY

17. "Caracol, caracol"

Caracol, caracol
saca tus cachitos al sol.
Caracol, caracol
esconde tus cachitos,
el sol se marchó.

Each pupil can make a snail with horns and illustrate the rhyme.

18. "Tres espantos"
(Three Little Ghosts)

Tres espantos, muy chiquitos,
sentados en postes muy derechitos,
comiendo jalea y tostaditos.

Mantequilla en sus deditos,
¡Upa! hasta los coditos;
tres espantos, muy chiquitos,
prefieren jalea en sus platitos.

MATERIALS

SUBJECT -APPENDIX-NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD

OBJECTIVE

FINGER PLAYS

ACTIVITY

1. "Ábranlas, ciérrenlas"

Ábranlas, ciérrenlas,
Ábranlas, cierrenlas,
Pla, pla, pla, pla, pla,
Ábranlas, ciérrenlas,
Ábranlas, ciérrenlas,
Ponganlas aca.

2. "Pin-uno, pin-dos"

Pin-uno, pin-dos, pin-tres,
Pin-cuatro, pin-cinco, pin-seis,
Pin-siete, pin-ocho, pinquino.

3. "Uno, dos, tres"

Uno, dos, tres.
Uno, dos, tres.
¿Cuantas personas
Son una, dos, tres?

Uno, dos, tres.
Uno, dos, tres.
Mamá y Papá
Y yo somos tres.

Uno más.
Uno más.
Ése es el niño
Y con él son cuatro..

MATERIALS

SUBJECT -APPENDIX- NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD

OBJECTIVE

'INGER PLAYS

ACTIVITY

4. "Cinco calabacitas"

Cinco calabacitas sentadas en una cerca.
La primera dijo:
"Se está haciendo tarde;"
La segunda dijo:
"Hay brujas en el aire."
La tercera dijo:
"No le hace."
La cuarta dijo:
"Es una noche de espanto."
La quinta dijo:
"Corramos, Corramos."

Uuuuuu hizo el viento.
Y se apagaron las luces.
Esas cinco calabacitas
Corrieron a esconderse!

5. "Aplaudir con las Manos"

Con esta mano derecha,
y esta mano izquierda,
se juntan las palmas para aplaudir;
ruidoso, quedo, quedito.

6. "Pulgarcito"

Si pregunta alguien
¿Quién es pulgarcito?
Digan que de todos
Es el mas chiquito.

De los cinco dedos
Que tengo en mi mano,
Este chiquitito
Es el pulgarcito.

MATERIALS

SUBJECT - APPENDIX- NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD

OBJECTIVE

INGER PLAYS

ACTIVITY

7. "Contando y cantando"

Uno, dos, tres, cuatro y cinco,
Seis, siete, ocho, nueve y diez.
Con esta mano cuento cinco
Y con la otra hasta diez.

8. "La hormiguita"

Andaba la hormiguita
juntando su comidita,
la coje un aguacerito,
¡que corre pá su casita!
y se metió en su covachita.

9. "Cinco centavos cafés"

Cinco centavos cafés en mi bolsa.
Éste es para el chicle;
Éste es para un anillo;
Éste es para un tambor;
Éstos los guardaré en mi bolsa
Para otra cosa.

10. "Cinco pollitos"

Cinco pollitos,
tiene mi tía,
Uno le canta,
Otro le pía
Y tres le tocan la chirimía.

MATERIALS

SUBJECT- APPENDIX - NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD

OBJECTIVE

FINGER PLAYS

ACTIVITY

11. "Este payasito"

Este payasito tan alegre y gordo,
Este payasito travieso y sordo.

Este payasito es alto y fuerte,
Este payasito canta con suerte.

Este payasito no sabe de paz
Porque el hace todo eso y más.

12. "Dos pajaritos"

Dos pajaritos muy sentados
En una cerca muy alta;
Vuela Panchito, vuela Pedrito,
Vuelve Pancho, vuelve Pedrito.

13. "Los sonidos de los animalitos"

Detrás de doña Pata
Corren los patitos;
Por allí, por allá,
cuá, cuá, cuá, cuá.

Detrás de doña Gallina
Siguen los pollitos;
Por allí, por allá,
Pío, pá, pío, pá.

Detrás de doña Cabra
Van los cabritos;
Por allí, por allá,
Ba, ba, ba, ba.

MATERIALS

SUBJECT - APPENDIX - NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD

OBJECTIVE

FINGER PLAYS

ACTIVITY

14. "Tambor"

Éste toca el tambor, pom, pom, pom;
Éste la guitarra, rom, rom, rom;
Éste los platillos, cin, cin, cin;
Y este la campanita, tilín, tilín, tilín.

15. "Las Manos"

Éste es el niño chiquito,
Éste es el señor de los anillos
Éste es el largo y flaco
Éste es el mira lejos
Y este es el pulgar.

Éste dedito compró un huevo
Éste lo puso a hervir
Éste lo peló
Éste le puso sal
Y este gordo....se lo comió todo.

MATERIALS

SUBJECT -APPENDIX, NURSERY RHYMES, FINGER PLAYS, SONGS AND STORIES FOR FLANNEL BOARD

OBJECTIVE

JUMP ROPE RHYMES

ACTIVITY

1. Arroz con leche, me quiero casar
   con una señorita, de porte regular;
   que sepa coser, que sepa bordar,
   que sepa hacer media para un general.

2. Los zapatitos me aprietan,
   las media me dan calor
   y el muchachito de enfrente,
   me tiene loca de amor.

3. Tengo una muñeca de vestido azul,
   con zapatos blancos y velo de tul.

4. Brinca la tablita; yo ya la brinqué.
   Bríncala tu ahora, yo ya me canse.

5. Mañana, mañana es día de Santa Ana.
   Repica, repica la granda campana,
   uno, dos, tres, cuatro....(etc.)

6. ¡Qué bien te ves!
   ¡Qué bien te ves!
   Te pareces al mono
   comiendo nuez....
   Sí, no, sí, no.....

7. "Al Subir Una Montaña"

   Al subir una montaña
   una pulga me picó;
   la cogí de las narices
   y se me escapó.
   Botín, botero y salió.
   Rosa, clavel y botón.

MATERIALS

Step 3 Moving sideward CCW, step, close; step, close; pause; tap, tap (trailing foot).

Reverse direction, still facing partner, moving CW. Step, close; step, close; pause, tap, tap (trailing foot).

Step 4 With slow, sauntering walking steps, pass partner right shoulder to right shoulder, then back to back, then diagonally backward toward right, to face new partner. (This is a do - sa - do) Repeat all, with a new partner each time.